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ABSTRACT

This handbook is intended to aid vocational education learning center coordinators in establishing and/or extending the services available in their learning centers. Following a listing of the objectives of a learning center program, various learning center operational procedures are described, including individualized student instruction, specific objectives by program area, advisory committees, administration and reporting, and do's and don'ts for learning center operation. Covered next is staffing the center. Learning center facilities and furnishings and equipment are described. In a section on learning center instructional materials the following topics are addressed: basic instructional materials for vocational schools and for community colleges, a comprehensive list of instructional materials, English as a second language, problem solving, testing materials, and use of EDL materials. Appended to the handbook are administrative forms, Southern Association standards, lists of Kentucky state and learning center coordinators, and publishers and addresses. (A related report describing the organization and operation of Kentucky's vocational education learning centers is available separately--see note.) (MN)

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LEARNING CENTER HANDBOOK

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Project Number: V288DE023F

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COMMONWEALTH OF KENTUCKY
STATE DEPARTMENT OF EDUCATION
BUREAU OF VOVATIONAL EDUCATION

ACKNOWLEDGEMENTS

Completion of this handbook required contribution and cooperation from many people. The contents, therefore are a compilation of these efforts, and are intended to aid learning center coordinators in establishing and/or extending the services available in their centers.

A number of learning center coordinators were directly involved in developing many of the ideas and materials in this report. These individuals included: Ben Averitt, Sandy Baxter, Heloise Green, Russell Hobbs, Martha Patton, Carol Rizk, Erma Ward, Pat Webb and Sara Willien.

A special thanks is extended to Kentucky's Special Vocational Director, Donnalie Stratton, for her assistance.

Recognition is also given to Gladys Owens for the art work included in the monograph.

Much of the material presented in this handbook was extracted from three source documents. These included the Bureau of Vocational Education publication "Media for Vocational Learning Centers," a University of Kentucky preliminary report entitled "A Plan for the Organization and Operation of Kentucky's Vocational Education Learning Centers," and the "Florida IMTS," University of West Florida, Pensacola. Individuals who should be recognized for the latter publications include Charlotte Tulloch of the University of Kentucky, and John Phillips of the University of West Florida.

Special appreciation is reserved for Charlotte Jernigan and Anne Mills for their assistance in organizing and typing the handbook.

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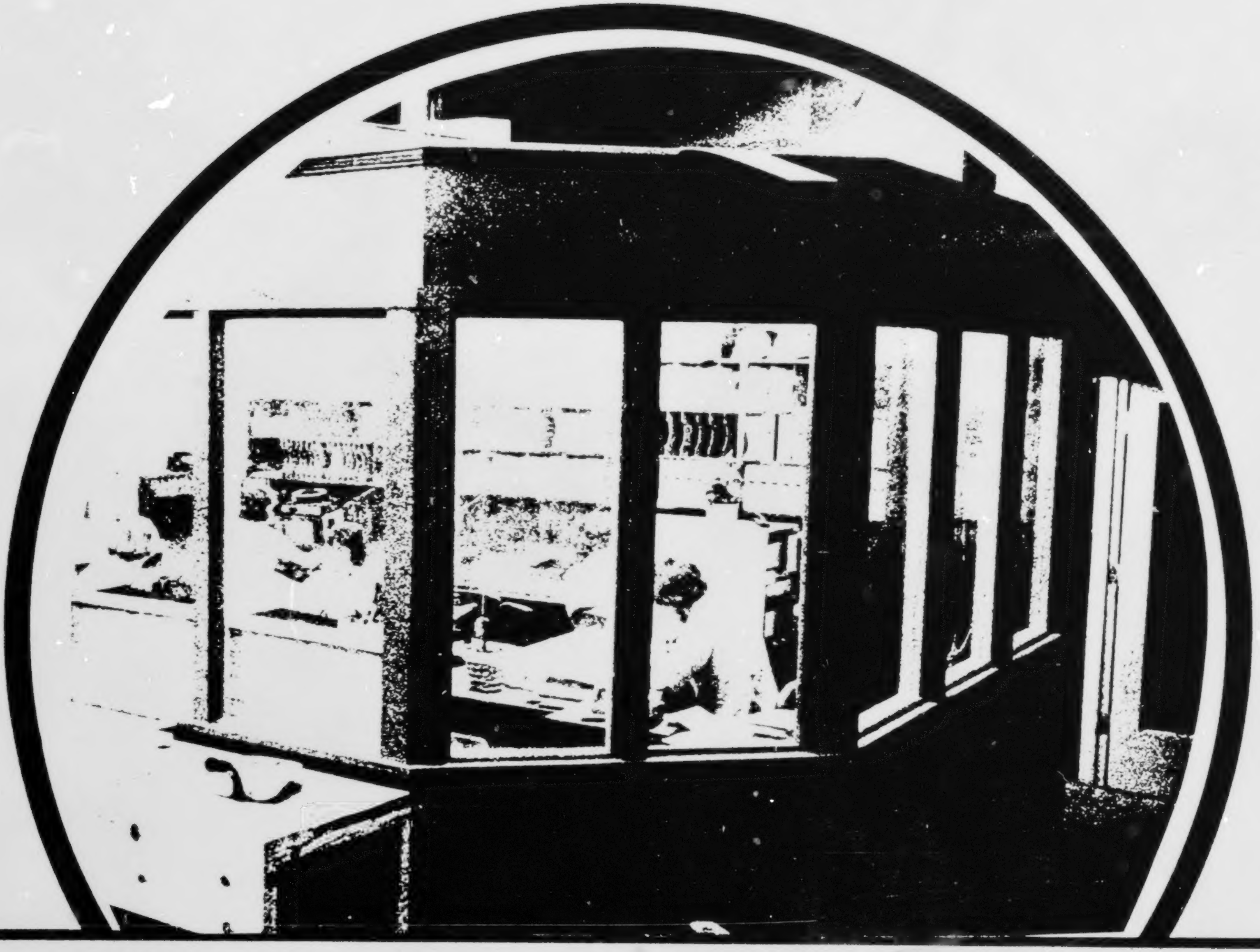
OVERVIEW

OVERVIEW

Throughout Kentucky, as is true nationwide, educators in secondary and post-secondary schools and community colleges have found that many students enroll in programs at these schools without the basic academic skills needed for success. The response to this situation has typically been the establishment and/or expansion of developmental education programs through the learning center approach.

Learning centers provide developmental instruction according to the identified needs, interests, and abilities of prospective students. Instruction is essentially individualized and, to the extent possible, related to the student's career objective.

The purpose of this handbook is to assist vocational educators, especially new learning center coordinators, in establishing and/or operating a comprehensive learning center.

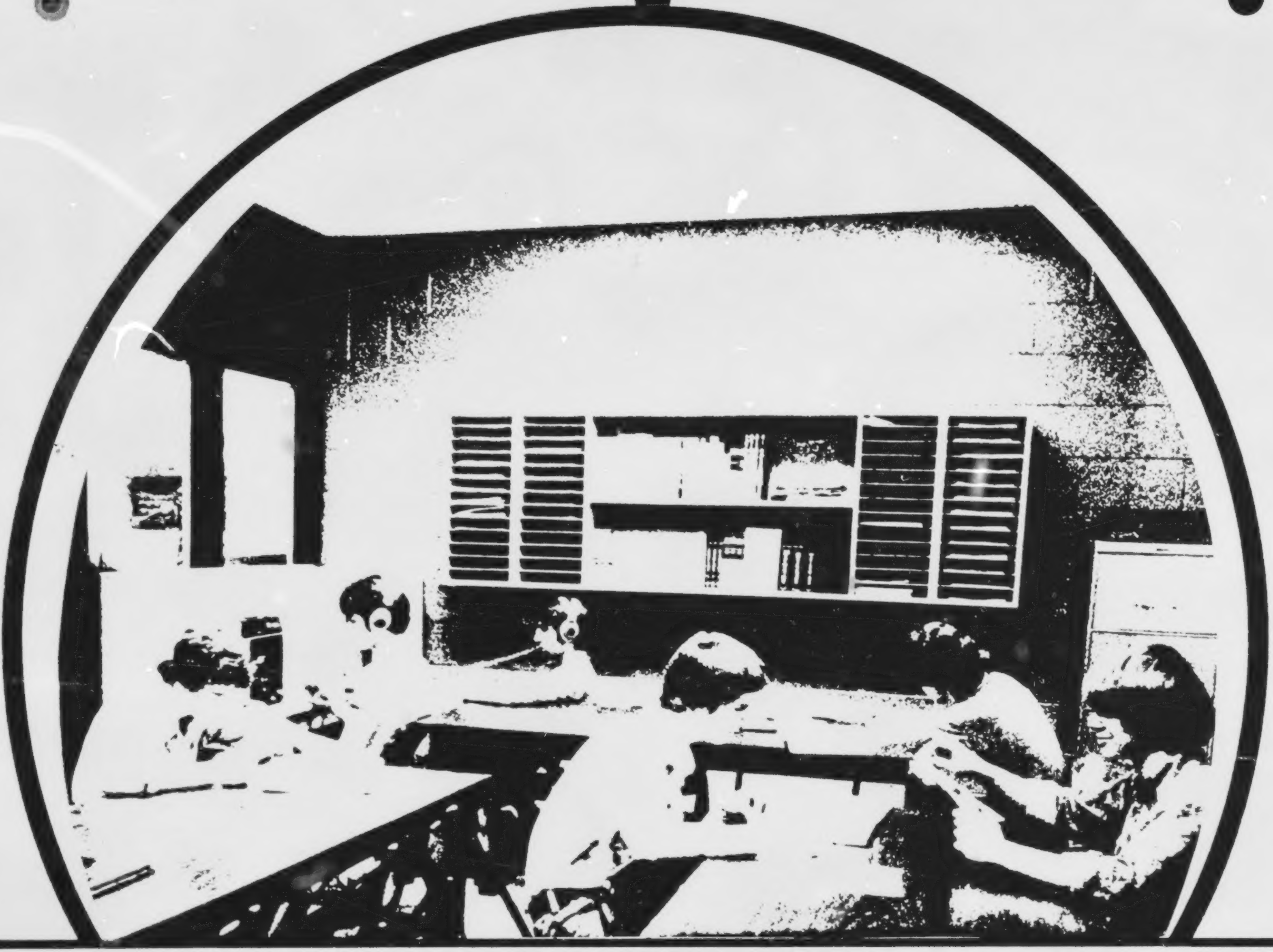


PROGRAM OBJECTIVES

PROGRAM OBJECTIVES

The primary objective of all of Kentucky's learning centers is to provide individualized learning experiences in a wide range of need and interest areas for disadvantaged high school youth and adults. The specific objectives of the learning centers are to:

1. Aid the student in improving his/her academic standing, economic potential, and social and emotional well being.
2. Offer reading, math, and language as the prime areas of study.
3. Offer supplementary areas of study, such as employability skills, study skills, and medical terminology.
4. Offer upgrade skills designed for the student to improve the related skills within a vocational area.
5. Provide appropriate educational experiences for students who are interested in acquiring a GED.



OPERATING PROCEDURES

OPERATING PROCEDURES

The Learning Center is designed to be a learning resource for the entire school. A student may use the Center at any point from his/her initial contact with the school through vocational training, including upgrade training once the student has been placed on a training-related job.

An open-entry/open-exit philosophy allows a student to re-enter as many times as is necessary to work on specific competencies once the original goal has been met. Open scheduling allows the student to attend at times that do not interfere with his/her vocational training program. Students in co-op programs may use the Learning Center during the in-school phase of their training program.

Community college learning centers differ in that they operate on the semester plan with most students continuing their developmental studies as a class period scheduled throughout a semester. Additionally, the community colleges typically utilize more small group instruction than do the vocational school learning centers.

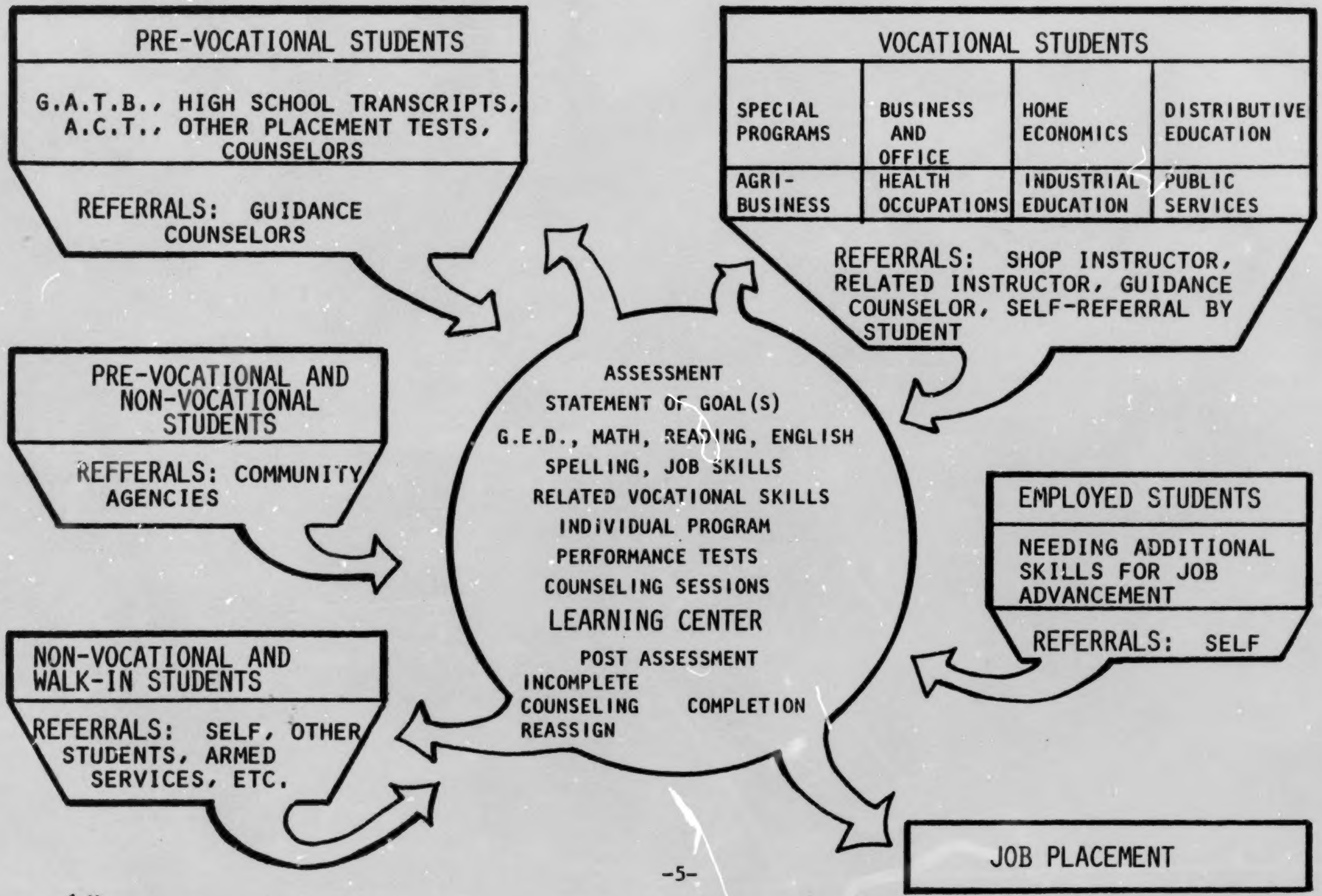
Although students enrolled in a vocational program receive priority, Learning Centers also serve pre-vocational and non-vocational students who have been referred by guidance counselors, community service agencies, employers, other educational institutions, or by other students.

The purpose of a Learning Center is to teach basic math, reading, and language skills necessary for successful completion of vocational programs, and, as a community service, to aid students in preparing for the G.E.D. test. Additionally, Learning Center Instructors may devise instruction that directly relates to specific vocational training programs. Figure 1 illustrates how the learning center functions as the hub of the school.

A system of reporting student progress to the referral person should be present. Progress should be stated in general terms without giving letter or percentage grades.

Figure 1

THE LEARNING CENTER CONCEPT


PRE-VOCATIONAL STUDENTS
G.A.T.B., HIGH SCHOOL TRANSCRIPTS, A.C.T., OTHER PLACEMENT TESTS, COUNSELORS
REFERRALS: GUIDANCE COUNSELORS
VOCATIONAL STUDENTS
SPECIAL PROGRAMS
BUSINESS AND OFFICE
HOME ECONOMICS
DISTRIBUTIVE EDUCATION
AGRI-BUSINESS
HEALTH OCCUPATIONS
INDUSTRIAL EDUCATION
PUBLIC SERVICES
REFERRALS: SHOP INSTRUCTOR, RELATED INSTRUCTOR, GUIDANCE COUNSELOR, SELF-REFERRAL BY STUDENT
PRE-VOCATIONAL AND NON-VOCATIONAL STUDENTS
REFFERALS: COMMUNITY AGENCIES
ASSESSMENT
STATEMENT OF GOAL(S)
G.E.D., MATH, READING, ENGLISH
SPELLING, JOB SKILLS
RELATED VOCATIONAL SKILLS
INDIVIDUAL PROGRAM
PERFORMANCE TESTS
COUNSELING SESSIONS
LEARNING CENTER
POST ASSESSMENT
INCOMPLETE
COUNSELING
REASSIGN
COMPLETION
EMPLOYED STUDENTS
NEEDING ADDITIONAL SKILLS FOR JOB ADVANCEMENT
REFERRALS: SELF
NON-VOCATIONAL AND WALK-IN STUDENTS
REFERRALS: SELF, OTHER STUDENTS, ARMED SERVICES, ETC.
JOB PLACEMENT

INDIVIDUALIZED STUDENT INSTRUCTION

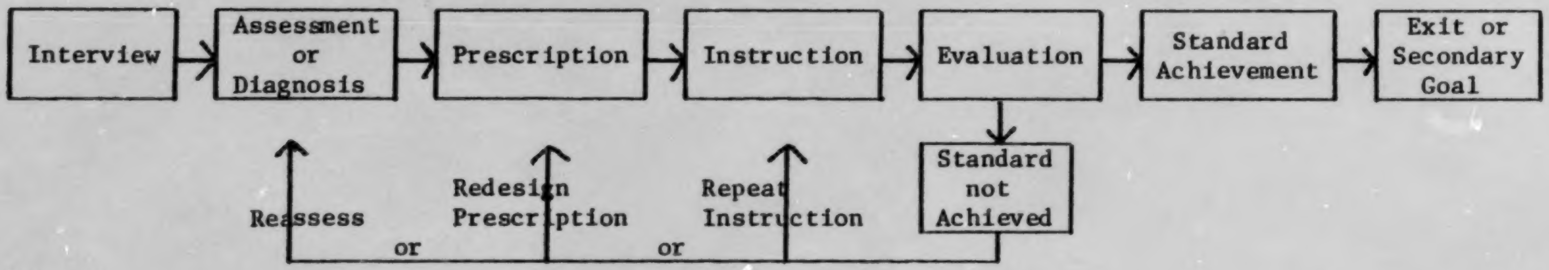
Individualized instruction is the key to the operation of vocational school learning centers. The term "individualized instruction" refers to an educational plan which differentiates instruction according to the individual differences of students. Instructional materials are organized in a manner which allows each student to progress according to his or her ability and need.

Over the years, educators have developed various kinds of materials to help provide individualized instruction. Programmed materials are an important example of such instruction. Programmed materials allow for individual student response to the material, thus involving each student directly in the learning process. The student becomes an active learner.

Programmed instruction does not, of itself, insure individualized instruction. To become individualized, a method or system of assessing needs of the student and then prescribing appropriate instructional material to meet those individual needs must be put into operation.

Any generalized model for individualized instruction would contain a minimum of five basic concepts.

Generalized Model for Individualized Instruction


Interview
Assessment or Diagnosis
Prescription
Instruction
Evaluation
Standard Achievement
Exit or Secondary Goal
Standard not Achieved
Reassess
or
Redesign Prescription
or
Repeat Instruction

1. **Interview** - When the student enters the learning center, the first step is for the coordinator to interview the student, complete a personal data form and, with the student, determine the student's goals.

2. **Assessment or Diagnosis** - Assessing of the student's background through such means as school records, interview schedules, teacher-made tests, and standardized tests. The Test of Adult Basic Education (TABE) is a specific diagnostic instrument widely used in developmental education programs. The TABE assesses ability in specific academic skill areas, such as use of capitalization, punctuation, fractions and mathematical computations. In general, diagnosis seeks to assess the abilities and needs of the learner.

3. **Prescription** - Given a thorough assessment, the next step is to suggest or prescribe appropriate learning experiences based on the results of the assessment. In individualized instruction, this is often accomplished through prescription of programmed instructional materials designed to be completed in small increments. Only materials relating to what is needed are chosen. Through the use of effective diagnosis, the teacher can avoid repetition of material which has already been learned.

4. **Instruction** - Given a prescription or list of instructional materials chosen to meet the student's needs, the teacher then arranges for and manages the instruction. It is self-paced, allowing the student to proceed at his or her own speed. The teacher is available for assistance if needed, but serves primarily as a manager of the learning environment.

5. Evaluation - Following instruction, the student is evaluated as to how well the skill has been learned. If the previously set standard has been achieved, the student moves on to the next stage or exits from the program. If not, the student may recycle through the same materials or the teacher may reassess the situation and choose other learning experiences to meet the same goal. These options are depicted in the diagram through feedback loops when the standard has not been achieved.

SPECIFIC OBJECTIVES BY PROGRAM AREA

Specific objectives for program areas should be developed to the greatest possible extent. The following list is an example of how to set up educational competencies for specific shops. The reading level of the instructional materials can be determined by doing readability tests (Frye, etc.) on each textbook. The best source of information, however, is always the individual shop teacher.

Variations in Educational Competencies by program area
(Examples)

Shop	Reading	Math	Language	Spelling	Other
Air Conditioning Refrigeration	Text is approximately a 10.0 - 11.0 grade level.	Fractions Decimals Per cents Basic Geometry	Ability to write sensible sentences	Skills should be commeasurate with text level	Legible writing or printing
Auto Body Repair	Text is approximately high 7th to 9th grade level.	Fractions Decimals Ratio/ proportions Simple per cent	Commensurate orally with customer and fellow workers. Few writing skills required	Ability to write estimates	Ability to understand and remember abbreviations
Office	Text is approximately 9th grade level - should have good comprehension	Good whole numbers Fractions Decimals Per cents	Should have 9th grade skill level - know parts of speech, ability to recognize sentences, tenses	Should know how to divide words into syllables	Should have good vocabulary

Additionally, pages 11 thru 13 contain sample record forms for specific academic areas and lists of concepts that are pertinent for a specific shop. Forms like these could be jointly completed by the learning center coordinator and the shop instructors, thereby meshing shop needs with student needs or deficiencies.

It should also be noted, however, that a student with good mechanical ability, attitudes, and/or attendance can complete most training programs regardless of reading and/or math levels. Such a student may experience little difficulty in getting a job, but could have difficulty advancing on that job.

READING

Name____ Shop____

Pre-test__________ Level__________ Date__________ Scores: V__________ C__________ T__________

Goal____

Initial Placement____

Area	Assignment	Date	Post-test	Comments
Vocabulary:				
sight words				
phonics				
syllabication structure context clues				
Comprehension:				
recall				
sequencing				
identify details				
main idea				
inference				
critical				
Study Skills:				
ABC order				
index/contents				
maps/tables graphs				
dictionary				

MATH

Name________________________________ Shop________________________________

Pre-test__________ Level__________ Date__________ Scores: C__________ CP__________ T__________

Goal____

Area	Assignment	Date	Post-test	Comments
whole numbers add/subtract				
multiply/divide				
fractions: understanding				
add/subtract				
multiply divide/ratios				
decimals: understanding				
add/subtract				
multiply/divide				
converting				
percent				
algebra geometry				
right angle trig. oblique triangle trig.				

LANGUAGE

Name__________________________________ Shop______________________________________

Pre-test__________ Level__________ Date__________ Score: L__________ Sp.__________

Goal____

Initial Placement____

Area	Assignment	Date	Post-test	Comments
Capitals				
Punctuation: comma				
terminal				
apostrophe quotation				
Expression: case				
tense				
number				
usage				
parts of speech				
Spelling:				

ADVISORY COMMITTEE

Each Learning Center should form an advisory committee. The Advisory Committee should be an active aid in providing services to the student population. Their input might include program making reviews and recommendations for instruction, suggesting skills and attitudes that need to be stressed to enhance employability, aiding in obtaining funds, promoting the work of the learning center to the public, and aiding in recruitment. Recruitment is one of the basic elements for the successful operation of learning centers and is likely to be more effective when properly planned so as to convey the right message to the appropriate audience. A wide variety of techniques are available:

newspaper publicity
radio and television
direct mail and printed materials
posters
displays
exhibits
learning center tours
personal contact with the community
telephone calls
preparation and distribution of promotional materials

The composition of the committee should reflect the community with representatives from business, industry, education, and most importantly, the vocational school itself.

The committee should be small enough to be efficient, yet large enough to serve as a public relations agent.

Examples of committee membership:

Personnel director from industry (could be retired)

Local merchants

Representative of the local school (reading teacher, math teacher, etc.)

Representative of the local Adult Basic Education community.

Vocational teachers from different areas, e.g. trades and industry and business and office

The committee should have overall purposes or goals designed to set direction. Therefore, the learning center coordinator must develop an annual program of work for the year consisting of problems or projects on which the committee could work. An agenda should be planned for each meeting and the minutes recorded. An administrative representative should be present at the organizational meeting to answer questions dealing with what the committee can or cannot do according to state regulations.

ADMINISTRATION AND REPORTING

As part of their duties, Learning Center Coordinators are responsible for maintaining student records and completing the required administrative forms and reports. These reports must be periodically submitted to the individual schools or center administrators, vocational regional office, and/or to the State Bureau of Vocational Education in Frankfort. While the reports may seem to be time-consuming, they are necessary for the successful operation of the Learning Center.

These reports must be accurate and submitted by a specific due date. It is best to collect the necessary information on a daily basis from the time a student enrolls until the completion of the learning center program.

A list of administrative reports, due dates, contact persons, a brief explanation and sample of each report form can be found in Appendix A.

DO'S AND DON'TS FOR LEARNING CENTER OPERATION

The following list of Do's and Don'ts emerged as a result of discussion by participating learning center coordinators concerning the function of learning center operation.

DO:

Assess and prescribe individualized instruction.

Make participation in the learning center voluntary.

Use student, faculty, and staff input in resource and program planning.

Develop good public relations and orientation for faculty and staff.

Provide opportunities for students to experience early success.

Be honest with students at all times.

Provide progress reports for students and faculty.

Keep the Learning Center as the hub of the school and maintain high visibility.

Assist students in goal clarification, self-assessment, and self-concept.

Have an understanding of referral resources.

Keep tests confidential.

Keep adequate records and reports.

Provide a non-threatening environment conducive to mutual faculty/student confidence.

Relate Learning Center programs to the student's vocational program.

Treat students as adults (including using appropriate high interest materials, maintaining dignity, and encouraging responsibility for their own success).

Establish priorities for scheduling students.

Require students to set a specific hour and day/or days of the week to utilize the Center.

Be flexible in the choice of materials used.

Be creative--use homemade tapes and handouts to suit the individual needs of the students.

DON'T:

Don't schedule an entire class at one time.

Don't serve as a GED testing center unless the community realizes that this is an additional service to the community and adequate resources are provided.

Don't serve as a substitute teacher.

Don't give grades.

Don't lead students and faculty to expect 100% success.

Don't be authoritarian or judgmental.

Don't overbuy equipment and materials.

Don't overkill with overburdening assignments or by allowing your goals to replace the student's goals.

STAFFING

STAFFING THE LEARNING CENTER

The staffing of the Learning Center should be consistent with the number of students that will be served.

However, the "ideal staff" should consist of a coordinator, at least one teacher, and an aide in a facility designed to serve approximately 20-25 students at a time.

The Coordinator and teacher should have a bachelor's degree and be knowledgeable about reading, language and math methodologies. The aide should be a high school graduate and should exhibit some secretarial skills such as typing and filing.

The following list of suggested duties describe the responsibilities of these positions.

Coordinator:

New student interviews
Counseling
Preparing instructional materials
Orientation of trainee
Scheduling
Testing
Prescribing
Supervising learning activity
Maintain records
Evaluation of achievement and the learning experience
Maintain discipline and order conducive to the learning process
Review and evaluate completed assignments
Follow-up
Promote public relations with community and co-workers
Management and control of the learning center
Evaluate and purchase materials and equipment
Prepare plans and budget
Annual reporting

Teacher:

- New student interviews
- Counseling
- Preparing instructional materials
- Orientation of trainee
- Scheduling
- Testing
- Prescribing
- Supervising learning activity
- Maintain records
- Evaluation of achievement and the learning experience
- Maintain discipline and order conduciv to the learning process
- Review and evaluate completed assignments

Aide

- Maintain trainee records and files
- Administer and score tests
- Maintain equipment, materials and files
- Assist in instructional activities
- Do secretarial work
- Type records, prepare orders
- Other duties as assigned

FACILITIES

LEARNING CENTER FACILITIES

The resources of the learning center include not only the instructional material and the people--instructors--but also the equipment and an appropriate room or space. Suggestions for designing or choosing and furnishing an effective learning center follow. Learning center planners should take into consideration the various recommendations and apply and adjust them to suit their own situations. Also, Southern Association Standards concerning Learning Centers should be consulted. (See Appendix B).

The learning center should have a math area with adequate space for carrels, tables, chairs, desks for staff and storage. An adjoining office with a desk (generally the coordinator's) and other appropriate furniture provides a private location for academic conferences. Another adjoining room for films, testing, and small group instruction is most useful. An additional adjoining room can provide work and storage space.

Carrels and study tables should be arranged in the main area in such a manner that teachers can view all the students at work. Conversation and noisy areas should be oriented away from quiet work areas.

Carpeting should be installed in most of the area, and especially in traffic and study areas. A tile floor may be used at the entry to the center if desired.

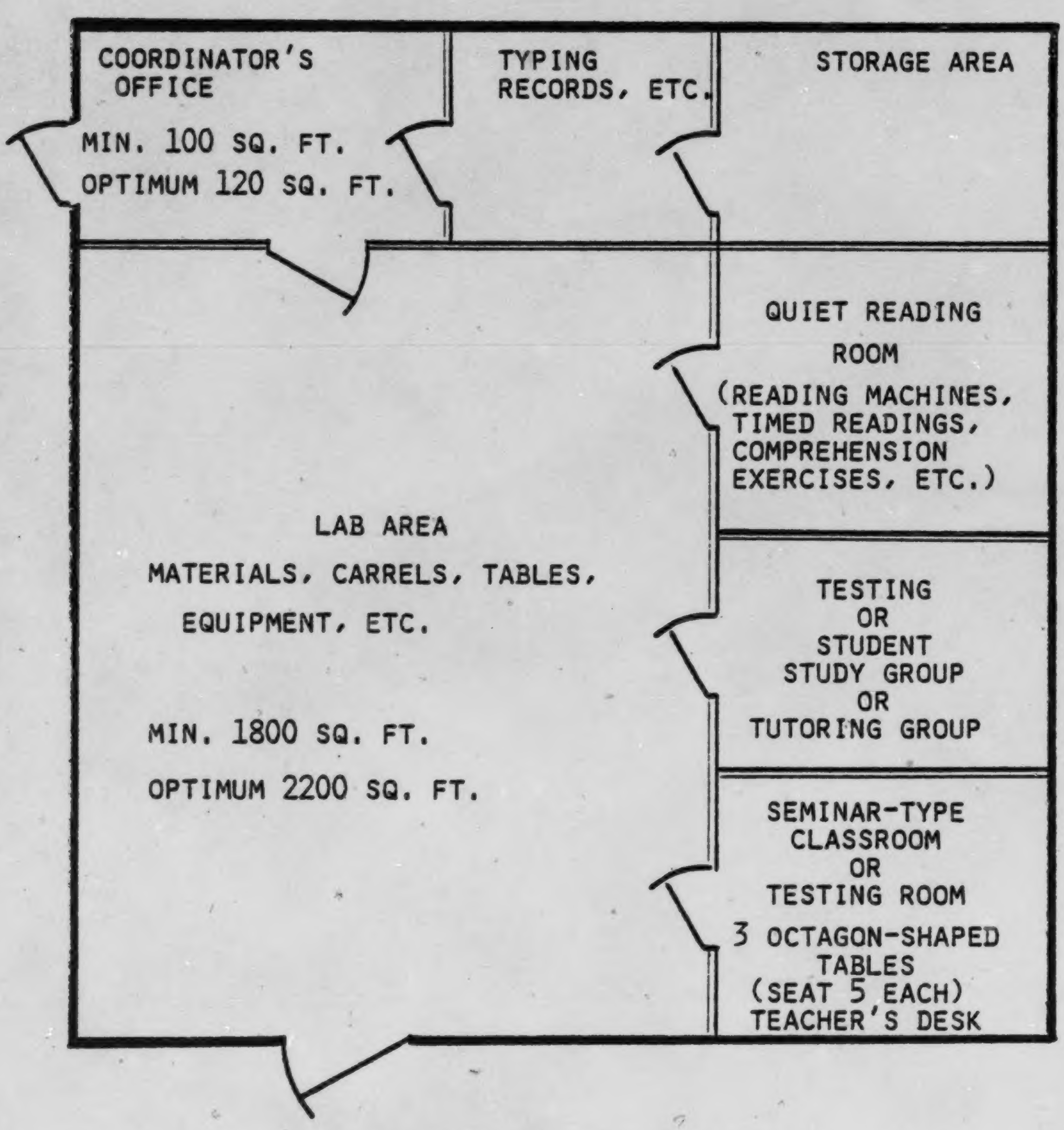
Acoustical ceilings and draperies at any windows will promote sound-proofing.

Attention should be given to reducing mechanical and other potential noise makers. Hydraulic door closers should be installed on all doors. When choices are available, choose the quieter model of chair swivels and rollers, file drawer slides, pencil sharpeners, typewriters, etc. Muffle noises when possible.

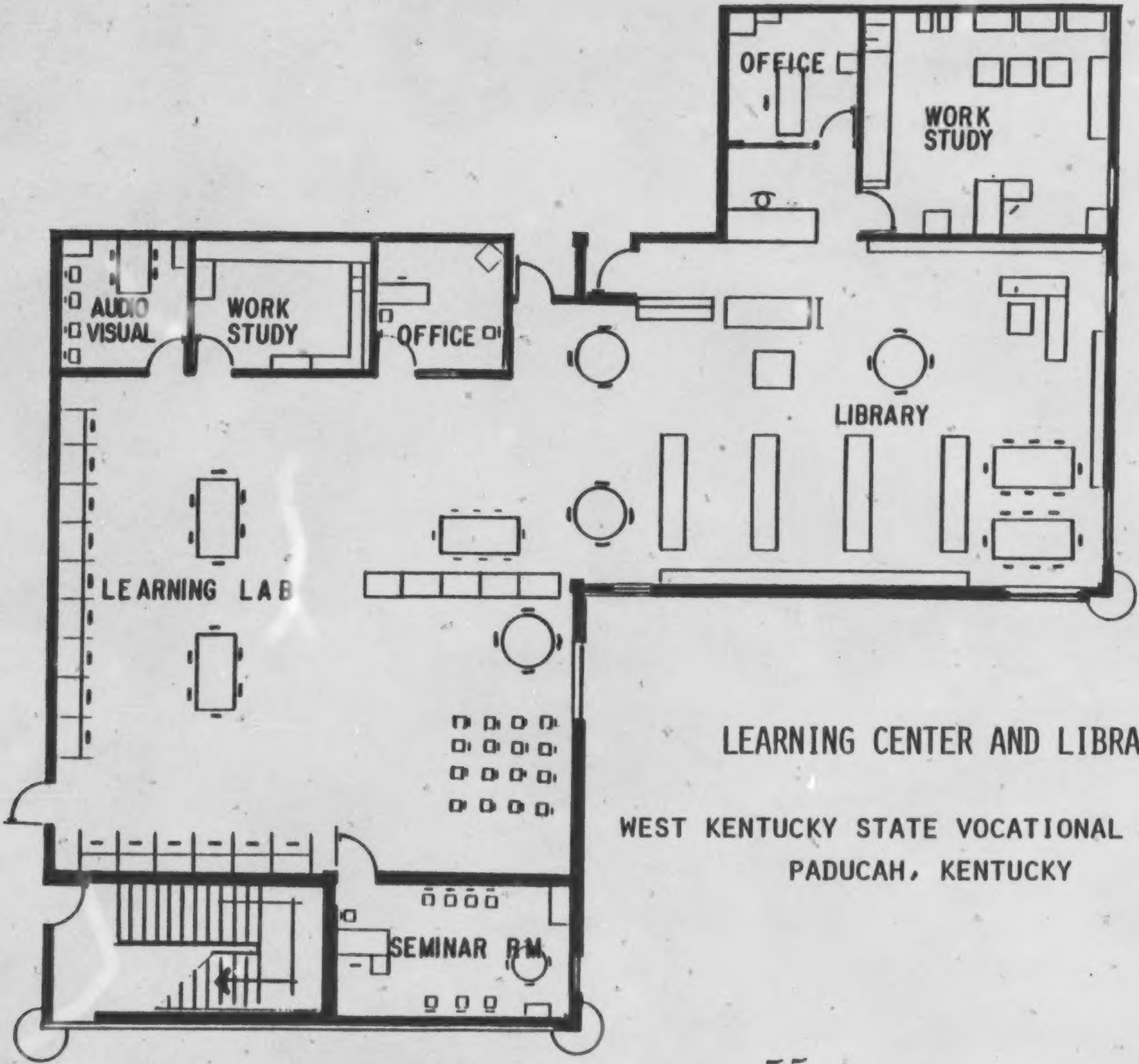
Conversation areas and the Coordinator's desk should be placed away from study and testing areas when possible.

Adequate air conditioning should be provided. Cooling loads may be quite high because of concentrations of body heat. If smoking is to be permitted, specify the place and conditions and be sure adequate air circulation is provided. The steady hum of circulating blowers may serve as a sound conditioner rather than as a distraction. Avoid direct drafts from the air circulation system, especially in the study area.

A learning center coordinator most often adjusts to a location that is already in existence, but if a new school is being planned or an area renovated, the coordinator should seek expert advise. On the following pages, are several suggestions of basic floor plans for a center.


COORDINATOR'S OFFICE
MIN. 100 SQ. FT.
OPTIMUM 120 SQ. FT.
TYPING RECORDS, ETC.
STORAGE AREA
QUIET READING ROOM
(READING MACHINES, TIMED READINGS, COMPREHENSION EXERCISES, ETC.)
LAB AREA
MATERIALS, CARRELS, TABLES, EQUIPMENT, ETC.
MIN. 1800 SQ. FT.
OPTIMUM 2200 SQ. FT.
TESTING OR STUDENT STUDY GROUP OR TUTORING GROUP
SEMINAR-TYPE CLASSROOM OR TESTING ROOM
3 OCTAGON-SHAPED TABLES (SEAT 5 EACH)
TEACHER'S DESK

SAMPLE FLOOR PLAN INDICATING SPACE AND AREA RELATIONSHIP FOR A LEARNING CENTER

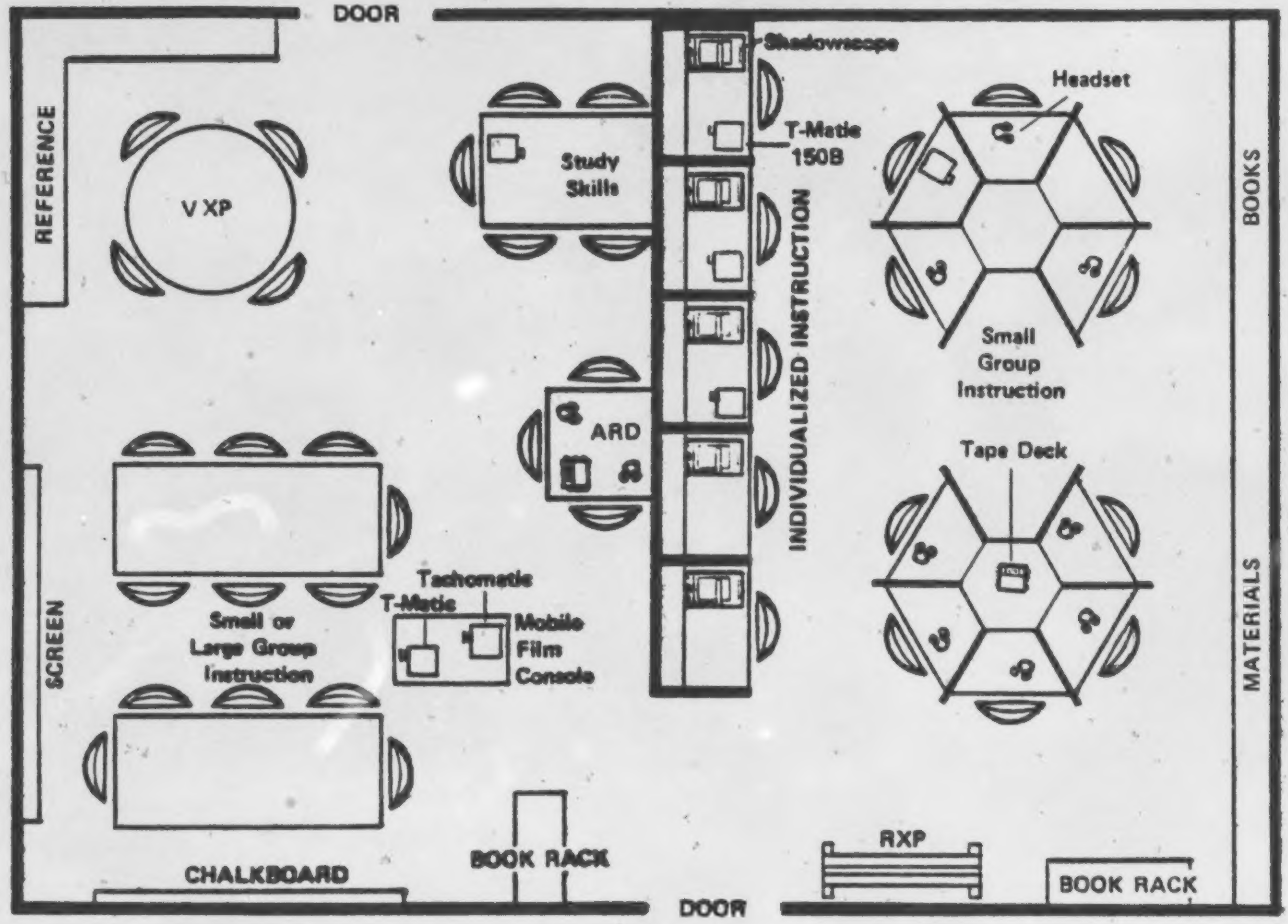

OFFICE
WORK STUDY
AUDIO VISUAL
WORK STUDY
OFFICE
LIBRARY
LEARNING LAB
SEMINAR RM.

LEARNING CENTER AND LIBRARY

WEST KENTUCKY STATE VOCATIONAL SCHOOL
PADUCAH, KENTUCKY

Community College
Developmental Reading/Learning Lab

- Provides an adult approach to learning developmental skills
- Uses a wide range of screening devices to identify students with special reading problems
- Provides a sequential series of learning tasks for group and individual situations
- Features the lowest cost per student of any reading program now available.

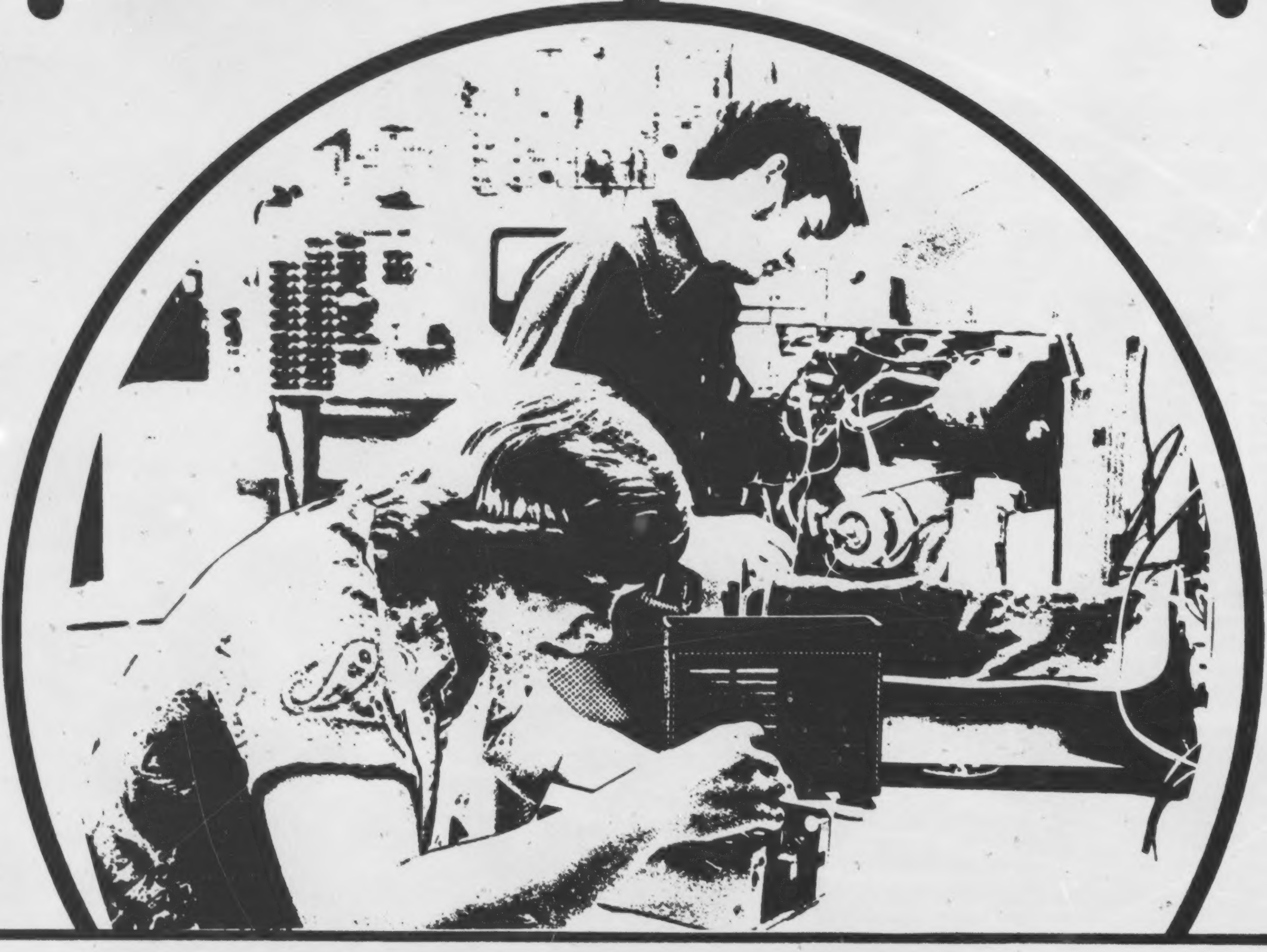

DOOR
REFERENCE
V XP
Study Skills
Shadowscope
T-Matic 150B
INDIVIDUALIZED INSTRUCTION
Headset
BOOKS
Small Group Instruction
ARD
Tape Deck
SCREEN
Small or Large Group Instruction
Tachomatic
T-Matic
Mobile Film Console
MATERIALS
CHALKBOARD
BOOK RACK
RXP
BOOK RACK
DOOR

PSYCHOTECHNICS' D-Lab is equipped to handle all former E-Lab students and regular developmental college students. The lab is designed to refresh basic reading skills and develop additional skills required for success in a wide range of college classes. Special lab materials and techniques help students improve and then overlearn reading/learning skills for all college classes on a developmental basis.

D-Lab Emphasis:

- Screening/Testing
- Basic Remediation
- Developmental Perception
- Developmental Vocabulary
- Comprehension Skills
- Overlearning Basic Skills
- Flexible Reading Rates
- Development of Learning Style

PSYCHOTECHNICS, INC.
1900 PICKWICK AVENUE GLENVIEW, ILLINOIS 60025



FURNISHINGS & EQUIPMENT

LEARNING CENTER FURNISHINGS AND EQUIPMENT

This section contains recommendations for basic furniture, equipment, and audiovisual equipment. It has been observed that by compromising on size or quality, some learning centers have ended up with carrels which are too cramped for adults, tables and carrels which are not sturdy, and chairs which are not comfortable for the extended periods of time they are occupied. When cabinets, desks, or files are specified "lockable," it is because the security of tests and some other materials is essential to success of the program.

A suggested list of equipment for a learning center with one coordinator follows. If additional personnel are employed, quantities of items would increase accordingly. The list was developed by the Special Vocational Programs Unit, State Bureau of Vocational Education.

SVP
2-11-81

SUGGESTED LIST OF EQUIPMENT
Special Vocational Education Programs

Area: Learning Centers/Remedial Reading O.E. Code: 99.0302 or 04

Item	Description	Quantity
Desk	Coordinator's	1
Chair	Coordinator's	2
Bookshelf	Adjustable Shelves, Glass Enclosed w/Lock	1
Storage Cabinet	Steel	1
Shelving	200 Linear Feet, Adjust Shelves (36" ea.)	6
Display Stand	Literature, Magazine	1
Bookshelf	Portable on Casters, 2-3 Shelf	1
File Cabinets	Letter Size, 4-Drawer w/ Lock	3
Study Carrell	Electrical Outlet, Jacks for Headsets	10
Table	w/Casters for TV Console	1
Tables	Round, 48" Diameter	2
Tables	Rectangular, 36"x72"	4
Table	Adjustable, 24"x36"	1
Chairs	Student, Stacking	40
Adding Machine or		1
Calculator	Printing Model	1
Recorder	Cassette Tape	4
	Variable Speed Tape	1
Projector	Singer Caramate	2
	Craig Reader w/Access,	2
	Language Master Bell & Howell w/Headphones & Microphone	2
	Singer Auto-Vance III	4
	Dukane AV-Matic	1
	Overhead, 3M Model #213	1
	EDL Controlled Reader	2
TV	Color Receiver/Monitor w/Triniton Picturetube	1
	Video Cassette Record/ Playback Unit	1
Globe	World Illuminated	1
References	Selected	1
Typewriter	Selectric	1
Standing Chalkboard/ Bulletin Board	Aluminum	1
Camera	Instamatic - 35 MM	1
Waste Basket	15" high	1
Pencil Sharpener	Manual	1

LEARNING CENTER INSTRUCTIONAL MATERIALS

The list of instructional materials or software is based on several sources: 1) items considered essential by a group of Kentucky learning center coordinators, 2) Media for Vocational Education Centers, (Kentucky Bureau of Vocational Education, 1976-1977) and, 3) items given "high priority" in The Itemized Budget and Specifications for Establishing the Individualized Manpower Training System, The University of West Florida. Choices for one's own learning center need to be made based on general level of students served, specific philosophy of the program, money available, etc. It is expected that materials in a variety of mediums will be purchased so as to meet the needs of a variety of students.

FORMAT

1. ITEM: This actually names or describes the article or material.
2. MEDIUM: This column assists in identifying types of material.

   Codes used are:

   W = Written materials, books, workbooks
   F = Filmstrips, slides, films
   C or CT = Cassette Tape
   R = Recording, as 33 1/3 RPM record
   LM = Language masters or other card reader
   C-8 = Combo 80
   S80 = System 80
   AX = Aud -X

3. LEVEL: The level designation assists the coordinator in identifying the general level for which the material might be used. Codes used are:

   E = Easy (Grades 1-3)

   M = Medium (Grades 4-6)

   D = Difficult (Grades 7-12)

4. COMMENTS

5. PUBLISHER: The publisher is briefly named in this column. A list of publishers' addresses is provided at the end of the section.

6. APPROXIMATE UNIT COST: This is an approximate cost figure supplied in early 1980. Assume inflationary increases. In a few instances, prices are roughly estimated so that planners will have some information to go on. It is suggested that publishers be contacted before any orders are placed.

For some items, certain information was currently available. Correspondence with publishers should fill in up-to-date details.

No quantity of material is suggested in this listing.

In an effort to assist individual learning center coordinators, three materials lists have been developed and are presented on the following pages. These include:

1. Basic Instructional Materials for Vocational School Learning Centers - This list contains those materials which the cooperating learning center personnel felt were essential in establishing a learning center in a vocational school.
2. Basic Instructional Materials for Community Colleges - This list includes those materials considered essential in establishing a learning center in a community college setting.
3. Comprehensive List of Instructional Materials - Included in this section is a comprehensive listing of materials (basic and supplemental) which learning center coordinators have found to be effective. Also included are materials to support teaching English as a second language and problem solving techniques.

Additionally, since many learning centers "inherited" or bought extensive EDL equipment and materials, a section on "Use of EDL Materials" is included in an effort to facilitate effective use of this resource.

BASIC INSTRUCTIONAL MATERIALS FOR VOCATIONAL SCHOOL LEARNING CENTERS

ARITHMETIC ITEM	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Understanding the Metric System	W	E	Programmed	Allyn & Bacon	
General Mathematical Ability	W	MD	Very useful whole numbers through percents	Cambridge	$3.50
Cambridge Basic Skills with Math	W	EM	General review word problems included	Cambridge	$5.00
Cambridge, Pre GED	WF	EM	Answers in book, not programmed	Cambridge	
Mastering Fractions Decimals Percent	W	M		Continental Press	$4.75
Algebra Filmstrips 4 in a set	W	MD		Dormac, Inc.	$4.00
Green Mountain Math	W	MD		Dormac, Inc.	$4.00
New Series - Systems 3	W	D	Useful for all areas	Follett	
Programmed Math for Adults (1968 edition)	W		You must specify "1968 Edition" on your order. The later revised edition is written for elementary school use. There is no word	McGraw-Hill	$2.76 each
Book 1, Basic addition		EMD			
Book 2, Advanced addition		EMD			
Book 3, Subtraction		EMD			
Book 4, Multiplication		EMD			
Book 5, Division		EMD			

ARITHMETIC ITEM	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Book 6, Fractions Book 7, Decimals Book 8, Measurement Book 9, Consumer Math		MD MD EMD D	problem book corresponding to book. A little reading required; programmed		
Programmed Math Problem Books (1968 Edition) Books follow items as stated in previous list except after Book 8 on Measurement--				McGraw-Hill	$1.83 each
Book Fourteen, Geometry		MD			
Shop Mathematics at Work	W		Good practice for shop-related problems	Silver Burdett	
SVE - Education	F	MD	All areas, very useful	Singer/SVE	
Working Arith Numbers	W	EMD	Workbook or as practice sheets, combines book 1 & 2 of Basic Essentials in Math. Excellent not programmed	Steck-Vaughn	
Math in Daily Living Books 1, 2, 3, 4	W	E	Workbook	Steck-Vaughn	$3.00
GED Math	W	MD		Steck-Vaughn	

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Algebra	W	MD		Steck-Vaughn	$4.00
Sullivan Programmed Math	W	EMD	Programmed step-by-step basics through Algebra	Sullivan	$4.00
Survival Math Kit (Picture cards)		M	Good motivational tool	Sunburst Communications (39 Washington Ave. Pleasantville, NY)	$135.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Free to Read	W	M	High interest adult	Addison-Wesley	$7.00
Kaleidoscope Readers (Series of 8 books)	W	EM	High interest, late teen, adult, Books 1-4 particularly useful	Addison-Wesley	$2.50
Specific Skill Series Detecting the Sequence Books A to L	W	EMD	An extensive series; many coordinators have found them to be useful Separate answer book	Barnell Loft, Ltd.	$1.95 each
Drawing Conclusions Books A to L	W	EMD			
Following Directions (A to L)					
Getting the Facts (A to L)					

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Getting the Main Ideas (A to L) Locating the Answers (A to L) Using the Context (Books A to L) Working with Sounds (Books A to L)		EMD			
Interpretation of Reading Materials in Natural Sciences	W	D	GED related	Cambridge	$3.50
Interpretation of Reading Materials in Social Studies	W	MD	GED related	Cambridge	$3.50
World of Vocabulary	W	A--Gr. 2-3 1--Gr. 3-4 2--Gr. 4-5 3--Gr. 5-6 4--Gr. 6-7	High interest stories, introduce 8 or more vocabulary words. Each lesson has eight parts ending with cloze test. Aids comprehension and following directions	Globe Book Co.	$2.97 each
Real stories	WC	MD	organized reading	Globe Book Co.	
Journey to Fame Turning Point Profiles	Paperbacks	E	Short biographies of current personalities High interest	Globe Book Co.	$4.00
Essential Skills Series	W	EMD	10 levels, 20 booklets stress comprehension	Jamestown	$1.80

Note: Review the Jamestown & Globe catalogs for numerous adult, high interest, low reading level materials.

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Skill Book 1-7	W	E	Starts with non-readers	New Readers Press	$1.80 each
Teachers Manual for Skill Books	W			New Readers Press	$3.75
SRA Reading Laboratory Kits					
SRA III A	W	EMD	Possibly going out of print builds vocabulary comprehension	SRA	$167.00
SRA III B	W	MD			
SRA IV A					
Assorted Magazines			A must		
Daily Newspapers			A must		
Dictionaries			A must		
Elementary					
College					
Encyclopedias			A must		
Adult Reader, Revised	W	E		Steck-Vaughn	$1.95
General Education Series			GED related programmed	Steck-Vaughn	
Natural Science	W	D			$2.97
Social Studies	W	D			$2.97
Steck-Vaughn Adult Reading Series 1000 = non-readers-Gr. 4 2000 = Gr. 5-8	WC	E	Good series for non-readers	Steck-Vaughn	$2.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
I Want to Read and Write	W	E	Very good	Steck-Vaughn	$3.00
How to Read Better	W	M	Very good	Steck-Vaughn	$3.00

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Correctiveness and Effectiveness of Expression	W	D	Workbook GED related	Cambridge	$4.00
Vocabulary Builder Workbook	W	M		College Skill Center (101 W. 31 Street New York, NY 10001)	$4.98
English 2200, 2nd Edition (Test booklet for Eng. 2200--complimentary copy for each textbook ordered--additional test booklets $1.20 each)	W	M	Basic to a program	Harcourt	$6.00
English 2600, 4th Edition (Complimentary test booklet with each textbook--additional tests $.75 each)	W	M	Basic to a program	Harcourt	$6.60
English 3200, 2nd Edition (Complimentary test booklet with each text--additional tests $.75 each)	W	D	Basic	Harcourt	$7.80

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Spelling 1500, 2nd Ed.	W	D	Basic	Harcourt	$8.95
Plain English Handbook Books 1-4	W	MD	Basic materials workbook and teacher's manual	McCormack-Mathers	
AEIOU (Spelling Improvement)	W	MD		McGraw-Hill	
Language in Daily Living Workbooks 1, 2, 3, 4	W	E	Reading Supplement	Steck-Vaughn	$3.00
English Essentials Review	W		Workbook	Steck-Vaughn	$3.00
Succeed in Spelling	W	M		J. Weston Walch	$4.75

BASIC INSTRUCTIONAL MATERIALS FOR COMMUNITY COLLEGES

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Individualized Math Program 18 modules on fundamentals followed by business modules Pre and post test for each module	W	EMD	Begins with addition, subtr. proceeds to logical thinking taxes, and finding unknowns; very comprehensive Dianostic and post tests are keyed to module number	Edits	
Mini-Courses in Mathematics Pre-Algebra Modules 1-7	W	MD	Widely used very flexible	Educulture	
Math House Proficiency Review Tapes Tapes and worksheet masters Pre and post tests	CW	MD	Multiplication and division of whole numbers, fractions, decimals, ratio, and proportion, solving for unknown, percent	Math House a division of Mosaic Media, Inc.	
Success in Mathematics Parts I & II	W	EMD	Very comprehensive begins with addition, advances to ratios, units of measure in physics, algebraic formulas and operations	Motivation Development, Inc.	$4.95

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Success in Algebra individual modules diagnostic tests pre and post tests instructor's manual	W	D		Motivational Development, Inc.	

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
The Relevance of Sound: An Individualized Approach to Phonetic and Structural Analysis	WC	EM	Useful in teaching Eng. as a second language, as well as spelling review	Cambridge	$198.00
How to Read Better & Faster	W	D	Speed reading with emphasis on comprehension	Crowell	$8.00
Compressed Learning: Coping with College Textbooks A. Algiers	WCF	D	Modules 1 & 2; slides, tapes and workbooks	Eastern Kentucky	$50.00
Study Skills Library Kits	W		Vocabulary in context--excellent for vocational students needs no machine	EDL/McGraw-Hill	
Word Clues Book G-I		MD			$3.25
Word Clues Book J-L		D			$3.25

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Educulture-Fast Course In Special Reading	WC	D	Good for independent study--intensive course for short period of time	Educulture	
Improving College Reading	W	MD	4 selections for speed and comprehension in reading	Harcourt	$8.00
College Reading & Study Skills: Wood	W	MD	Good for general college survival, includes skills on writing, taking exams, etc.	Holt Rinehart	$7.00
Reading Beyond Words	W	D	Articles for discussion with follow-up reading skills	Holt Rinehart	$7.00
Reading for Results	W	M	Practice identifying main ideas in paragraphs, context clues, etc.	Houghton Mifflin	$8.00
Timed Reading (Books 1-10)	W	MD	400 word passages of same difficulty in each level. Comprehension check on each passage; good for warmup	Jamestown Pub.	

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Doing Well in College: A Concise Guide to Reading, Writing, and Study Skills (Langan and Nodell)	W	M		McGraw-Hill Webster Div.	$7.00
Basic Skills System	W	MD	Comprehensive basic skills instruction with programmed format	McGraw-Hill	
Skimming & Scanning Improvement					$7.00
Reading for Significant Facts					$7.00
Reading at Efficient Rates					$7.00
Critical Reading Improvement					$7.00
Basic Vocabulary Skill (Davis)	W	M		McGraw-Hill	
Probe Two: A Short Course in College Reading	CW	M	Short lessons on college reading skills--humorous	Merrill	$179.00
Developing Reading Proficiency	W	D	Text on efficient reading with emphasis on pacing	Merrill	$10.00
Programmed Vocabulary 2nd Edition	W	D	Programmed instruction on word parts--prefixes, suffixes, etc. vocabulary very difficult	Prentice-Hall	$8.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
O.R.A. Reading Films for tach. 500 with 3 sets of student books Gr. 5-7, 8-10, 11-adult	WF	MD		Psychotechnics	$3.00 each $100 complete set
SRA Reading Laboratory Kits SRA IV A	W	MD	Especially useful for aid in reading technical textbook material	SRA	$167.00
Tactics in Reading Program Tactics II	W	MD	General reading skills	Scott, Foresman	$2.79
Reading Faster & Understanding More Book I - Gr. 5, 6, 7 Book II - Gr. 8, 9, 10 Book III - Gr. 11, 12, 13	W	MD		Winthrop	$12.00 each
Assorted Magazines					
Daily Newspapers					
Dictionaries					
Encyclopedias (e.g., World Book)					

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
The Relevance of Words: An Individualized Approach to Spelling	CW	E		Cambridge	$198.00

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Center for Humanities: Programs in Reading, Writing, and Language Skills	FC		Writing, reading, life skills. Slides and cassettes included Outstanding material	Center for Humanities	$159.50
Mini Courses in Rhetoric and Critical Thinking	CW	MD	Lessons are very time-consuming	Educulture	$240.00
Mini Courses in Academic Skills (10 modules)	MD			Educulture	$340.00
Mini Courses in Vocabulary Development (9 modules)		M	Time-consuming	Educulture	$220.00
The Mechanics of Spelling (7 modules)		EM		Educulture	$170.00
Spelling 1500, 2nd Ed.	W	D	Basic to a program	Harcourt	$8.95
How to Study in College	W	D	Survival skills, such as note-taking, time management, paper writing, etc.	Houghton Mifflin	$8.00
Evergreen: A Guide to Basic Writing	W	M	Instruction in basic composition	Houghton Mifflin	

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Grassroots: The Writers Wordbook	W	M	Good for basic mechanics of writing	Houghton Mifflin	
You Can Learn to Learn (6 lessons)	FC		Study Skills including notetaking, etc.	Prentice-Hall	$600.00

COMPREHENSIVE LIST OF INSTRUCTIONAL MATERIALS

ARITHMETIC ITEM	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Wollensak Cassette Teaching Tape Kits 40 kits covering addition, subtraction, multiplication, division, whole numbers, fractions, percent, decimals, directed numbers, fractions, percent, decimals, directed numbers, clock math, areas and volume problem solving	C	Varies EMD	Formerly published by 3M Company, MINCOM Division New Math	ATC	$11.50 each kit
Algebra: A Modern Introduction					
Whole Numbers: Addition and Subtraction	W	D		Addison-Wesley	$2.68
Whole Numbers: Multiplication and Division	W	D			$2.68
Operation of the Numbers of Arithmetic	W	D			$2.68
Measures, Ratio & Averages	W	MD			$2.68
Decimals and Percent	W	D			$2.68
The Numbers of Ordinary Arithmetic and Algebra	W	MD			$2.68
Rational Numbers, Algebra and Solving Equations	W	D			$2.68
Functions and Basic Geometry	W	D			$2.40
Arithmetic Skills Cards for Development, Practice and Application	W	EMD			$77.04
Milwaukee Area Technical College Mathematics Series: Basic Algebra	W	MD		Addison-Wesley	$12.95
Understanding the Metric System	W		Programmed	Allyn and Bacon	

ARITHMETIC ITEM	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Preliminary Math	W	MD	For extra practice, 1962 old text useful	AMSCO	
General Mathematical Ability	W	MD	Very useful	Cambridge	$3.50
Basic Skills with Math A General Review Fractions Decimals and Percentages	W	EM	Word problems included; good examples	Cambridge	$3.00 each
Cambridge, Pre GED	WF	M	Answers in book not programmed	Cambridge	
Mastering Fractions Decimals, Percents	W	M		Continental	$4.75
Map Skills	W	MD		Continental	$ .94
Basic Mathematics Teacher's Manual Student Test Book	W	EMD		Continuing Education Systems	$30.00 $ 3.30 $ 3.20
Algebra Filmstrip 4 in a set	F	MD	Good to explain signed numbers	Creative Visuals	
Related Math	W	M	Math for specific vocational programs	Delmar	
Green Mountain Math	W	MD		Dormac, Inc.	$4.00
Individualized Mathematics Programs	W		64 Math Pac Workbooklets	Edits	

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Mini Courses in Mathematics: Pre-Algebra Modules 1-7				Educulture	
Think Metric, U.S.A.				Educulture	
New Series - Systems 3	W	D	All areas, useful	Follett	
General Educational Development Series			GED instruction-all areas; pre and post tests useful for student assessment for GED	The General Educational Development Materials Service	
Fundamentals of Business 12 Modules				Harper and Row	
Formula 1 Math Power Pacs				Imperial	
Power Pac A		EMD			$75.00
Power Pac B		EMD			$75.00
Power Pac C		MD			$75.00
Power Pac D		MD			$75.00
Power Pac E		MD			$75.00
Power Pac F		MD			$75.00
Complete Program (one each-Power Pacs A through F)					$429.00
Spectrum Math Series 6 workbooks	W	EMD		Laidlaw	$1.89
Math House Review Tapes	WC	MD	Multiplication thru percent	Math House Div. of Mosaic Media	

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Programmed Math for Adults (1968 Edition)				McGraw-Hill	
Book 1, Basic Addition		EMD	You must specify "1968 Edition" on your order. The later, revised edition is written for elementary school use. There is no Word Problem Book corresponding to Book 9. Little reading required; programmed		$2.76
Book 2, Advanced Addition		EMD			$2.76
Book 3, Subtraction		EMD			$2.76
Book 4, Multiplication		EMD			$2.76
Book 5, Division		EMD			$2.76
Book 6, Fractions		MD			$2.76
Book 7, Decimals		MD			$2.76
Book 8, Measurement		EMD			$2.76
Book 9, Consumer Math		D			$2.76
Programmed Math Word Problem Books (1968 Edition)				McGraw-Hill	
Book One, Basic Addition		EM			$1.83
Book Two, Advanced Addition		MD			$1.83
Book Three, Subtraction		EMD			$1.83
Book Four, Multiplication		EMD			$1.83
Book Five, Division		EMD			$1.83
Book Six, Fractions					$1.83
Book Seven, Decimals					$1.83
Book Eight, Measurement					$1.83
Book Fourteen, Geometry		MD			$1.83
Merrill Mathematics Skill Tapes	WC	E	Whole numbers through decimals. Workbooks and cassettes. Basic	Merrill	
Success in Mathematics Part 1 (Topic 1-13) $3.75 each when 5 or more ordered	W	EMD		Motivation Development	$4.95

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Part II (Topic 14-20) $2.50 each when 5 or more ordered	W	MD			$3.50
Basic Mathematics (TECO)	W	EMD		PACE	$10.50
Finding Square Roots	W	MD		PACE	$5.25
Mathematics, Positive and Negative Numbers	W	D		PACE	$2.75
Decimals and Percentage 1, Decimals	W	MD		PACE	$3.85
Decimals and Percentage II, Percentage	W	MD		PACE	$5.95
ASMD Addition	W	EMD	Formerly distributed by Addison-Wesley	PACE	$5.25
ASMD Subtraction	W	EMD		PACE	$5.25
ASMD Multiplication	W	EMD		PACE	$8.00
ASMD Division	W	EMD		PACE	$6.35
Introduction to Math, Supplement			Formerly published by Encyclopedia Brittanica	PACE	$6.75
Introduction to Math, Section One				PACE	$7.30
Introduction to Math, Section Two				PACE	$8.85
Introduction to Math, Section Three				PACE	$6.75
Introduction to Math, Section Four				PACE	$4.20
Introduction to Mathematics (Set of 4 books plus supplement above)				PACE	$31.00

ARITHMETIC ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Fractions Package (Set of 9 units and Instructors Guide)				PACE	$15.00
Shop Mathematics at Work	W		Good practice for shop-related problems	Silver Burdett	
SVE - Education	F	MD	All areas, useful	Singer SVE	
Working With Numbers	W	EMD	Workbook or as practice sheets. Combines Book 1 & 2 of Basic Essentials in Math. Excellent; not programmed	Steck-Vaughn	
Math in Daily Living Books 1, 2, 3, 4	W	E	Workbook	Steck-Vaughn	$3.00
GED Math	W	MD		Steck-Vaughn	
Using Fractions	W	MD		Instructional Materials	$1.75
Sullivan Programmed Math	W	EMD	Programmed	Sullivan step-by-step basics through Algebra	$4.00
Survival Math Kit (Picture Cards)		M	Good motivational tool	Sunburst Communications	$135.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Reading Development Kits				Addison Wesley	
Kit A (Reading Level: PP-3)	W	EM	Sequenced skills emphasis in motivated format interesting, motivating		$132.80
Kit B (Reading Level: 4-6)	W	EMD			$132.80
Kit C (Reading Level: 7-9)	W	MD			$182.52
Free to Read	W	M	High interest adult	Addison-Wesley	$7.00
Kaleidoscope Readers Series of 8 books	W	EM	High interest	Addison-Wesley	$2.50
Mott Basic Language Skills Programs-Semi-Programmed Series				Allied Educ. Council	
Book 1300	W	E			$3.30
Book 1301	W	E			$4.00
Book 1302	W	E			$4.35
Book 1303	W	E			$4.35
Book 1304	W	E			$4.65
Book 1305	W	E			$4.65
Book 1306	W	E			$4.65
Book 1607	W	E			$4.55
Book 1608	W	E			$4.55
Reading, Spelling, Vocabulary, Pronunciation (RSVP)				AMSCO	
RSVP: Book 1	W	MD	Workbooks		$3.15
RSVP: Book 2 (Teacher's Edition)					$3.30
RSVP: Book 2	W	MD	Workbooks		$3.15

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
RSVP: Book 3	W	MD	Workbooks		$3.15
RSVP: Book 3 (Teacher's Edition)					$3.30
Specific Skill Series			Consult a current catalog for full descriptions and current prices An extensive series; many coordinators have found them useful. Separate answer book. Can be used as a supplement or as a series	Barnell Loft, Ltd.	$1.95 each
Detecting the Sequence					
Book A	W	E			
Book B-D	W	EM			
Book E-G	E	MD			
Books H-L	W	D			
Drawing Conclusions					
Book A	W	E			
Book B-D	W	EM			
Books E-G	W	MD			
Books H-L	W	D			
Following Directions					
Book A	W	E			
Book B-D	W	EM			
Books E-L	W	D			
Getting the Facts					
Book A	W	E			
Book B-D	W	EM			
Books E-L	W	D			
Getting the Main Ideas					
Books A	W	E			
Books B-D	W	EM			
Books E-G	W	MD			
Books H-L	W	D			
Locating the Answers					
Book A	W	E			
Book B-G	W	EM			
Book E-G	W	MD			
Books H-L	W	D			

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Using the Context				Barnell Loft (con't)	$1.95 each
Book A	W	E			
Books B-D	W	EM			
Books E-G	W	MD			
Books H-L	W	D			
Working with Sounds					
Book A	W	E			
Books B, C	W	EM			
Book D	W	E			
Books E-G	W	MD			
Books H-L	W	D			
Teacher's Manual (Levels PL-G)	W				
Teacher's Manual (Levels G-L)	W				
Interpretation of Reading Materials in Natural Sciences	W	D	GED related	Cambridge	$3.50
Interpretation of Reading Materials in Social Studies	W	MD	GED related	Cambridge	$3.50
The Relevance of Sound: An Individualized Approach to Phonetic and Structural Analysis	WC	EM	Useful in teaching English as a second language, as well as spelling review.	Cambridge	$198.00
How to Read Better and Faster	W	D	Speed reading with emphasis on comprehension	Crowell	$8.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Custom Communication Skills Lab	WCF	EMD		Custom Curriculum Design	
Supportive Reading Skills Learning to Alphabetize Book A Books E1-E4 Books C1-C2 Using Guide Words Books D1-D4 Books E1-E4 Books F1-F4 Books Adv 1-Adv 4	W	EM		Dexter and Westbrook	$32.50 (one copy each of 21 different booklets)
Recognizing Word Relationships - Complete Set (3 copies each of Basic Intermediate, Advanced Booklets)	W	EM	Supplement; planning skills	Dexter & Westbrook	$15.50
Using an Index	W	M		Dexter & Westbrook	$16.95
Using a Table of Contents (1 copy each of 7 booklets)	W	EM		Dexter & Westbrook	$13.75
Compressed Learning: Coping with College Textbooks	WCF	D	Modules 1 and 2; Slides, tapes and workbooks Ann Algier	Eastern Kentucky	$50.00
Read to Succeed	WC	MD	Good for comprehension skills	EDL/Mc-Graw Hill	

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Programmed Phonics, Book 1	W	EM		Educators Publishing Services, Inc.	$2.00
Programmed Phonics, Teacher's Guide	W	M		Educators Publishing Services, Inc.	$2.00
Programmed Phonics, Cassette Tapes (Set of six tapes covering Books 1 & 2)	C	EM		Educators Publishing Services, Inc.	$33.00
Educulture-Fast Course In Special Reading	WC	D	Good for independent study--intensive for short period	Educulture	
Kaleidoscope Readers Series of 8 books	W	EM	High interest, late teen, adult. Books 1-4 particularly useful	Addison-Wesley	$2.50 each
World of Vocabulary	W	EM	High interest	Globe Book Co.	$2.97
Real Stories	WC	MD	Organized reading	Globe Book Co.	
Journey to Fame Turning Point Profile		E	Short biographies of current personalities. High interest	Globe Book Co.	$4.00
Reading Attainment System I (Complete Kit)	W	EM	Out of print, may be in some schools. Revised RAS 1 & 2 available. Supplemental material.	Grolier	
Reading Attainment System 2 (Complete Kit)	W	EMD			
Read Along Cassette Tapes (to accompany RAS I)	C	EM			
Read Along Cassette Tapes (to accompany RAS 2)	C	EMD			

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
How to Read Your Newspaper Copyright 1970	W	D		Harcourt	$5.40
Teacher's Manual, Copyright 1970	W			Harcourt	$1.50
or					
How to Read Your Newspaper: Copyright 1978	W			Harcourt	$6.00
Teacher's Manual	W			Harcourt	$1.50
Improving College Reading	W	MD	40 selections for speed and comprehension in reading	Harcourt	$8.00
College Reading and Study Skills: Wood	W	MD	Good for general college survival; includes skills on writing, taking exams, etc.	Holt Rinehart	$7.00
Reading Beyond Words: Adams & Spira	W	D	Articles for discussion with follow-up reading skills	Holt Rinehart	$7.00
Reading for Results	W	M	Practice identifying main ideas in paragraphs, context clues, etc. Gr. 4-6	Houghton Mifflin	$8.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Guided Reading Program				Instructional Communications	
Hi B-1-10 Here and Now (Filmstrip Sets)	F	EM			$65.00
Hi B-11-20 Looking Ahead (Filmstrip Sets)	F	EM			$65.00
Hi B-1-10 Study Guide	W	EM			$2.75
Hi B-11-20 Study Guide	W	EM			$2.75
Teacher's Guide for Guided Reading					$2.00
Placement Guide for Guided Reading					$209.00
Guided Reader (Instructional Service)					
Essential Skills Series	W	EMD	10 levels	Jamestown Pub.	$1.80 each
Timed Reading (Books 1-10)	W	MD	400 word passages of same difficulty in each level. Comprehension check on each passage; good for warmup	Jamestown Pub.	
Reading in the Content Fields English Social Studies Mathematics Science Practical Arts	WC	M		Jamestown Pub.	
Jamestown Adult Learner Series	W	E	High interest mystery stories	Jamestown Pub.	$3.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Six-way Paragraphs	W	M	100 passages; comprehension	Jamestown Pub.	$3.60
Tapeway to Reading TR-1 (Lessons 1-20) Elements of the Reading Code TR-2 (Lessons 21-43) Vocabulary Development TR-3 (Lessons 44-65) Comprehension Clues TR-4 (Lessons 66-88) Sentence Structure and Comprehension TR-5 (Lessons 89-104) Reading with Fluency	WC	M	Combined reading and writing good for adults to work on alone--good success--32 hr. program; individual use entire program	Language Systems	$500.00
Spectrum of Skills:				MacMillan	
Vocabulary Development Booklets					
Level 1	W	M			$4.89
Level 2	W	EM			$4.89
Level 3	W	EM			$4.89
Level 4	W	M			$4.89
Word Analysis Booklets					
Level 1	W	E			$4.89
Level 2	W	E			$4.89
Teacher's Guide for the Spectrum of Skills	W				$5.16
Doing Well in College: A Concise Guide to Reading, Writing, and Study Skills. (Langan and Nodell)	W	M		McGraw Hill Webster Div.	$7.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Basic Skills System	W	MD	Comprehensive basic skills instruction with programmed format	McGraw-Hill	
Skimming and Scanning Improvement					$7.00
Reading for Significant Facts					$7.00
Reading at Efficient Rates					$7.00
Critical Reading Improvement					$7.00
Basic Vocabulary Skill (Davis)	W	M		McGraw-Hill	
Probe Two: A Short Course in College Reading	CW	M	Short lessons on college reading skills humorous	Merrill	$179.00
Developing Reading Proficiency	W	D	Text on efficient reading with emphasis on pacing	Merrill	$10.00
Power Typing				MIND	
Complete Program of 29 cassettes	C	EM			$395.00
Text	W	EM			$15.00
Instructor's Manual	W	EM			$12.50
Everyday Reading and Writing	W	D		New Readers Press	$5.50
How to Read Newspapers	W	D		New Readers Press	$ .75

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
New Streamlined English Series				New Readers Press	
Skill Book 1-7	W	E	Starts with non-readers		$1.80/book
Teacher's Manual for Skill Books	W				$3.75
Be a Better Reader				Prentice-Hall	
Level A, 1977 (paper) 4th gr.	W		Progresses from E in the earlier books to D in the later books Adult oriented		$6.52
Teacher's Guide (paper)	W				$6.64
Level B, 1977 (paper)	W				$6.52
Teacher's Guide	W				$6.64
Level C, 1977 (paper)	W				$6.52
Teacher's Guide	W				$6.64
Level D, 1978 (paper)	W				$7.56
Teacher's Guide	W				$6.64
Level E, 1978 (paper)	W				$7.56
Teacher's Guide	W				$6.64
Level F, 1978 (paper)	W				$7.56
Teacher's Guide	W				$6.64
Level G, 1978 (paper) 10th	W				$7.56
Teacher's Guide	W				$6.64
Level H, 1979 (paper) 11th	W				$4.68
Teacher's Guide	W				$3.60
Level I, 1979 (paper) 12th	W				$4.68
Teacher's Guide	W				$3.60
Programmed Vocabulary, 2nd Edition	W	D	Programmed instruction on word parts prefixes, suffixes, voc. difficulty	Prentice-Hall	$8.00
O.R.A. Reading Films for Tach. 500 with student books; 3 sets	WF	MD		Psychotechnics	$300.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
And So the Story Goes	Cards, C	M		Psychotechnics	$195.00
Reader's Digest Reading Kits	C	E		Reader's Digest	
Master Reading Course 7 cassettes, handbooks Units 1-3, Speed Reading Units 4 & 5, Skimming and Scanning Units 6 & 7, Comprehension Units 8 & 9, Study Skills Units 10-12, Reading Specific Materials	WC	D		Reading, Education and Development, Inc.	$85.00
Reading Ads	WC	D		Relevant	$29.95
Finding Ourselves	W	M		Richards	$1.95
The Job Ahead: A Career Reading Series Revised 1977 Edition			Workbooks on employability skills	SRA	
The Job Ahead (Level 1) Textbook	W	EM	Supplemental material		$5.75
The Job Ahead (Level 2) Textbook	W	EM			$5.75
The Job Ahead (Level 3) Textbook	W	EM			$5.75
SRA Reading Laboratory Kits	W	MD		SRA	
SRA III A	W	EMD	Possibly going out of print		$167.00
SRA III B	W	MD			$167.00
SRA IV A	W	MD	Especially useful for aid in reading technical textbook material; difficult		$167.00

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Tactics in Reading Program					
Tactics II (Workbook edition)	W	MD	General reading skills	Scott, Foresman	$2.79
or					
Tactics II (Boxed set of exercise cards)			Multiple copies	Scott, Foresman	$124.32
Basic Civil Service Training, Adult and Continuing Education Series (1st Edition)	W	M		South-Western	$3.93
or					
Basic Civil Service Training (2nd Edition)	W	M		South-Western	$4.08
Assorted Magazines					
Daily Newspapers					
Dictionaries			A must		
Elementary					
College					
Encyclopedias (e.g., World Book)			A must		
Technical Encyclopedias			Useful		
Adult Reader, Revised	W	E		Steck-Vaughn	$1.95
Reading Improvement				Steck-Vaughn	
Activities: Book 1	W	MD			$2.46
Book 3	W	MD			$2.46
Answer keys					
General Education Series Natural Science	W	D	GED related; programmed	Steck-Vaughn	$2.97
General Education Series Social Studies	W	D			$2.97

READING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
How to Get a Job and Keep It, Revised	W	M	Supplemental	Steck-Vaughn	$1.95
Super Stars	W	M	Workbook, high interest	Steck-Vaughn	
Steck-Vaughn Adult Reading: 1000 and 2000 Series 1000 = non-readers-Gr. 4 2000 = Gr. 5-8	WC	E	Workbook Good series for non-readers	Steck-Vaughn	$2.00
I Want to Read and Write	W	E	Very good	Steck-Vaughn	$3.00
How to Read Better	W	M	Very Good	Steck-Vaughn	$3.00
Famous Black Americans	W	M	Contains questions	Steck-Vaughn	$3.00
Reading Faster and Understanding More	W	MD		Winthrop	$12.00 each

INSTRUCTIONAL MATERIALS

LANGUAGE

LANGUAGE ITEM	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Target Usage Kit	WC	MD	Worksheets and Cassettes	Addison-Wesley	$250.00
College English Workbook	W	D	Recommended	Amsco College Pub.	
Correctiveness and Effectiveness of Expression	W	D	Workbook, GED related	Cambridge	$4.00
Increase Your Vocabulary Books 1 and 2	W	D	Workbook	Cambridge	$4.00
The Relevance of Words: An Individualized Approach to Spelling	CW	E		Cambridge	$198.00
Pre GED Program - Intro. to English	W	EM	Very good; Outstanding	Cambridge	$3.80
Center for Humanities: Programs in Reading, Writing, and Language Skills	FC		Writing, reading life skills. Slides and cassettes included	Center for Humanities	$159.50
Vocabulary Builder	W	M		College Skill Center	$4.98
Workbooks: Parts of Speech Capitals and Punctuation The Sentence Good Usage	W	M		Continental Press	$1.00
Basic Word Attack Kit	CFW	E		EDL	$200.00

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Mini-Courses in Rhetoric and Critical Thinking: Module 1: Organizing Your Writing Module 2: Outlining Module 5: Emphasis Module 6: Adequate Development Module 11: The Nature of Evidence Module 16: Effective Diction Module 17: Word Economy Module 18: Word Order	CW	MD	Lessons are very time consuming	Educulture	$240.00
Mini Courses in Academic Skills (10 modules)	CW	MD		Educulture	$340.00
Mini Courses in Vocabulary Development (9 modules)		M	Time consuming	Educulture	$220.00
The Mechanics of Spelling (7 modules)		EM		Educulture	$170.00
Spelling Breakthrough (Includes teacher's guide with spirit duplicator masters and 18 cassettes)	CW			EMC	$140.00
Basic Writing 14 Filmstrips, 14 Cassettes, Student Books Lesson 1 - Basic Theme and Beginning Lesson 2 - Beginning Paragraph and Organization	FCW			Everett Edwards	

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Lesson 3 - Thesis Statement and Topics Lesson 4 - Topic Sentences Lessons 5 & 6 - Paragraph Development and Unity Lesson 7 - Ending Paragraph Lesson 8 - Review of Basic Organization					
Individualized English (Sets)	W	D		Follett Pub.	
English 2200, 2nd Edition (Test Booklet for English 2200 - complimentary copy for each textbook ordered-additional Test Booklets, $1.20 each)	W	M	Basic to a program	Harcourt	$6.00
English 2600, 4th Edition (Test Booklet for English 2600 - complimentary copy for each textbook ordered-additional Test Booklets, $ .75 each)	W	M	Basic to a program	Harcourt	$6.60
English 3200, 2nd Edition (Test Booklet for English 3200 - complimentary copy for each textbook ordered-additional Test Booklets, $ .75 each)	W	D	Basic to a program	Harcourt	$7.80
Spelling 1500, 2nd Edition	W	D	Basic to a program	Harcourt	$8.95

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
The Least You Know about English: Basic Writing Skills	W	D	Includes spelling, writing summaries and job applications	Holt, Rinehart, and Winston	
How to Study in College	W	D	Survival skills such as note-taking, test-taking, time management, paper writing, etc.	Houghton Mifflin	$8.00
Evergreen: A Guide to Basic Writing	W	M	Instruction in basic composition	Houghton Mifflin	
Grassroots: The Writers Wordbook	W	M	Good for basic mechanics of writing	Houghton Mifflin	
I Hate English: Basic Writing Skills	W	MD		Kendall/Hunt Pub. Co.	
English Fundamentals	W	D	Good for business and office	MacMillan Pub. Co.	
Plain English Handbook Books 1-4	W	MD	Good basic material, workbook and teaching materials	McCormack-Mathers	
McGraw Hill Basic Skills System	W	MD	Series of books that can be used individually for skills development in several areas.	McGraw Hill	$24.80

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Spelling: Patterns of Sound	CW	M	Basic spelling review in programmed format	McGraw Hill	
AEIOU (Spelling Improvement)	W	MD		McGraw Hill	
Programmed English Skills Series:				Pace	
Capitalization					$5.25
Teacher's Manual					$1.50
Agreement of Subject and Verb					$5.25
Teacher's Manual					$1.50
Commas					$5.25
Teacher's Manual					$1.50
Lessons for Self-Instruction in Basic Skills (LSI):					
Capitalization, Series C-D					$3.25
Punctuation, Series C-D					$3.25
Verbs, Modifiers, and Pronouns, Series C-D					$3.25
Verbs: Number and Case, Series E-F					$3.25
The Good Grammar Workshop	W	M	Attractive format; easy to read, separate answer books	Perfection Form Co.	
Book 1 - parts of speech					
Book 2 - sentences and para.					
Book 3 - Style and Meaning					
Spelling by Principles				Prentice-Hall	$7.95
You Can Learn to Learn by Frank Crisp	FC		Study skills	Prentice-Hall	$600.00

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Sentence Combining: A Composing Book	W	M	Approach to improving writing through sentence combining	Random House	
Spelling Word Power Laboratory Series (Each kit includes Teacher's Handbook)				SRA	
Spelling Word Power Laboratory Kit: 2a					$168.00
Student Record Book					$1.02
Spelling Word Power Laboratory Kit: 2b					$168.00
Student Record Book					$1.02
Spelling Word Power Laboratory Kit: 2c					$150.00
Student Record Book					$ .91
Spelling Word Power Laboratory Kit: 3a					$150.00
Student Record Book					$ .91
English: Your New Language	W	M	Workbook English as a second language	Silver-Burdett	
English The Easy Way	W	MD	Supplementary good explanations	South-Western Publishing Co.	$4.00
Language in Daily Living Workbooks 1, 2, 3, 4	W	E	Reading Supplement	Steck-Vaughn	$3.00
English Masters	W	D		Steck-Vaughn	$2.19

LANGUAGE ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
English Practice	W		Grammar and review. GED Test preparation	Steck-Vaughn	$3.00
Succeed in Spelling	W	M		J. Weston Walch	$4.75

ENGLISH AS A SECOND LANGUAGE	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Welcome to English Books 1-6	W		Students enjoy these	English Language Services	
Play & Practice	W	E		National Textbook	
The Vocabulary Builder	W	E		National Textbook	
Language Visuals	Pictures	E		National Textbook	
A Short Course in Spoken English (5)	WC		Very helpful	Oxford University Press	
Modern Short Stories in English	W	D		Regents Publishing Co.	
Easy Reading Selections in English	W	M	Has vocabulary drills	Simon and Schuster	

PROBLEM SOLVING ITEMS	MEDIUM	LEVEL	COMMENTS	PUBLISHER	APPROXIMATE UNIT COST
Logical Writing	Book		Text with "puzzle power" exercises	AMSCO	
Problem Solving Improvement	Book	D		McGraw-Hill	
TESTING MATERIALS					
Tests of Adult Basic Education (TABE)		EMD		CTB/McGraw-Hill	25/$15.25
GED Practice Test				GED Testing Services	
Nelson-Denny Reading Test				McGraw Hill	
London Procedure Kit			Used for identification of learning problems	Morehead University C.J. Bailey	$78.00
SRA Math Test	Worksheet		Addition to percents	SRA	$8.00 per pkg.
Slossom Intelligence Test (SIT)			Takes 10-20 mins. to give and to score short indiv. screening instrument	Slossom Educ. Pub.	

USE OF EDL MATERIALS

Many Learning Centers that have been in existence ten years or longer have been bequeathed "The E D L System" with all its books, hardward, and other equipment. The program was designed to take a non-reading adult student from the readiness level through high school or college level with little or no teacher interference. The machines used in this program are aud-x, tach-x, controlled reader processing machine, and controlled reader jr. All four machines had filmstrips and books to go along with them. The programs were called Learning 100, (RA-readiness, AA-first grade, BA-second grade, and CA-third grade.) Learning 300 included the fourth, fifth, and sixth grade, (DA, EA, FA.) The "A" in the letter code refers to adult. The books in the system include the aud-x, tach-x, controlled reader study guide, and the GO book. After the sixth grade level, the system changes so that the only machines used are the controlled reader jr. with study guides GA, HA, and GH-HG for seventh and eighth grades, IJ-JI for ninth and tenth, and on through college level. In addition, there are vocabulary study books, eye training films to be used with the tach-x and processer as well as other components such as vocabulary, study, and listening skills.

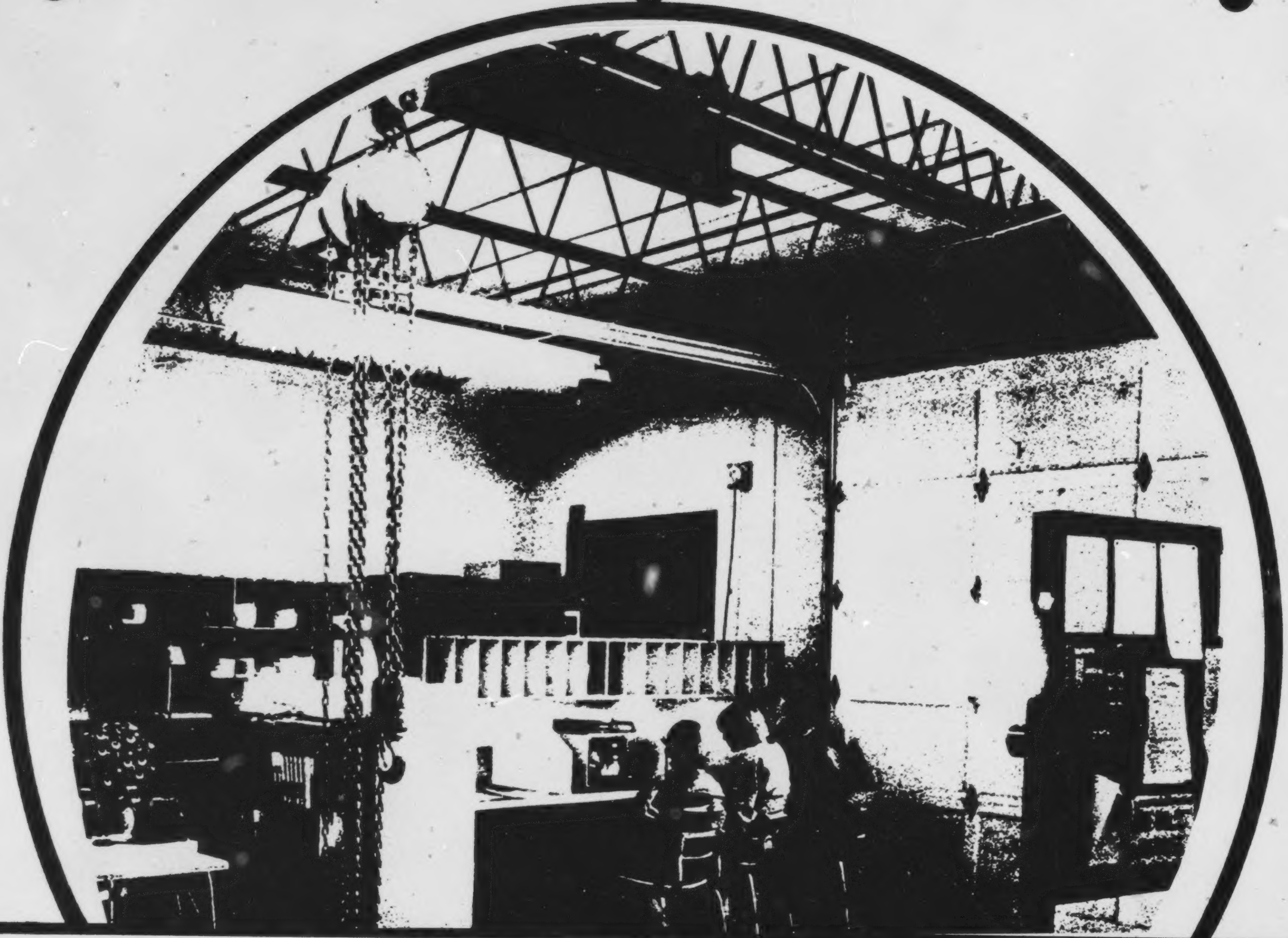
Single components of this system may be ordered and used as a basal reading program or the system may be ordered in its entirety.

Item	Medium	Use	Grade Level	Cost
Aud-x	projector/cassette	Teaches sight vocabulary	RA thru CA -1. thru 3	$550.00
Set RA	filmstrips, tapes books, lesson plan	with machine	-1. thru 1	220.00
Set AA	filmstrips, tapes books, lesson plan	with machine	1.0 thru 2.5	630.00
Sets BA and CA	components same as set AA		teaches through grade 4.5	

The Combo-8 projector combines the functions of the tach-x (tachistoscopic), processer, and controlled reader jr. in one machine.

Item	Medium	Use	Grade Level	Cost
Combo-8	filmstik projector	All E D L program for tach-x, processing, speed reading	-1.0 through college	$425.00
Sets AA thru HA	filmstik	improve reading speed	1.0 thru 8	$210.00 per set
Study guides AA thru HA	book	used with filmstik stories	1.0 thru 8	$2.75 per
Word clues G thru M	book (programmed vocabulary)	with E D L programs or separately	7.0 thru 13.9	$3.25 per
GO RA thru CA (old edition)	workbook	with E D L program or separately	-1.0 thru 3.5	$3.50
GO DA thru FA	workbook	with E D L program or separately	4.0 thru 6.5	$3.50
Answer keys for GO Books			all levels	$1.90
GO Book 1, 2, and 3	workbook	with E D L program or separately	1.0 thru 3.5	$2.10
Lesson plans		Books 1, 2, 3		$4.00

The GO Series contains high interest adult stories written on a low vocabulary level. The books are useful for working with non and low level reading students. Each lesson contains a story, comprehension skills, and vocabulary work. See E D L McGraw-Hill catalog for further information.



Administration & Reporting

APPENDIX A

APPENDIX A

ADMINISTRATION AND REPORTING

The following is a list of administrative reports, due dates, contact persons, and a brief explanation of each. Sample report forms, for each area follow the descriptions. The format of the forms is changed from time to time, so be sure to use the current format for the year in which you are reporting.

PROGRAM ROSTERS: October 1, February 1, and June 30, or end of program. Contact person - Director of the Occupational Information Unit. The program roster is filled out for all programs to determine personal data, termination data, Dictionary of Occupational Titles codes, and followup data on each student.

BUDGET REQUEST: April 1. Regional Office April 15. Contact: Director of Public Service Occupations Unit in the Bureau of Vocational Education in Frankfort. The budget request is the proposed amount needed for the following year.

PROGRAM PLANS AND EVALUATION: The program plan is due April 1. Regional Office, April 15 to the State Director of Special Vocational Programs Unit. Evaluation of the program is due the end of May. The program plan is a description of the program, when it is to operate, type of program, enrollment, cooperative agencies program works with, program objectives and specific plan for evaluating each objective, and for achieving the objectives. The program evaluation is to identify number served in the program area by sex, type of handicap, and program area, evidence of achievement, and outcome of program, followup data, number of students served in the project, description of assistance provided by advisory council, instructional materials found to be effective, and the involvement of vocational education personnel.

INTERVIEW SHEETS are kept to obtain necessary information from students to design a complete program and to allow the student to feel considered as an individual.

PROFILE SHEETS are to be completed for both disadvantaged and handicapped students. They are used to identify persons who are handicapped or disadvantaged, and are kept on file for fiscal accounting purposes. The profile sheet should be completed by the instructor, counselor, or other authorized personnel.

PRE- AND POST-TEST RESULTS should be completed and kept on file for each program tested. A copy should be given to the class instructor and one kept by the learning center coordinator to show pre, post, and gain results.

STUDENT PRESCRIPTION SHEETS are to be completed for each student to prescribe and conduct an individual program of study. The prescription is to be completed after test diagnosis and should list skills needed, relate skills to the student's goals, list skills in the order in which the student must learn them, list in sequence all instructional and supplemental prescribed materials and review prescription with the student for involvement in the program planning.

STUDENT PROGRESS SHEETS are used as a measure of the results of the learning taking place, or evaluation of problems that may occur that need correcting. They are helpful to both the coordinator and student to be aware of proper placement, guidance, and progress being made.

STUDENT SIGN-IN SHEET is valuable for records and to allow the student to see amount of attendance as compared to the total amount of time spent in the learning center.

SCHEDULING OF CLASS is an organized method of keeping up with which students or program is to attend the learning center each day and each hour.

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GENERAL INSTRUCTIONS FOR COMPLETING THE VOCATIONAL EDUCATION PROGRAM ROSTER

1. This roster is to be completed for each secondary, post-secondary, apprenticeship and long term adult program that is covered by State Plan and funded by Vocational Education funds.

2. This packet includes an instruction sheet, code sheet, and a four-part carbonless paper roster.

3. All codes and instructions for roster are included within packet except district and school codes and Dictionary of Occupational Titles (D.O.T.) codes. Contact your regional office if you have not received these codes.

4. Instructor will complete first copy of roster only.

Items 1-11 will be completed when program officially begins or at beginning of each fiscal year (July 1).

DEFINITION: ***A PROGRAM** is defined as a planned sequence of courses, services, or other educational activities designed to meet a specific vocational objective(s).*

5. **Item 9 (LEVEL OF INSTRUCTION)** - Instructor will check appropriate level or levels (if class is mixed i.e. secondary and long term adult students in same class, instructor will check both secondary and long term adult for item 9) which represents level of students enrolled in class. An instructor may want to use separate rosters for secondary and long term adults. (Post-secondary is limited to students enrolled in community colleges or universities).

6. **Items 12-25 (PERSONAL DATA)** - Individual students and their personal data are added to the roster as they officially enter the progam. A student must be enrolled in the program for 5 days before enrollment in program is considered official.

   Item 15 (RACE) - Enter appropriate code for Racial/Ethnic categories - see instruction code page for codes.

   Item 16 (SEX) - Enter "M" or "F".

   Item 17 (LEVEL) -

   (a) Enter current grade level of secondary students, e.g., 7, 8, 9, 10, 11, 12.

   (b) Enter "P" for post-secondary students (community colleges & universities only).

   (c) Enter A3 for part-time long term adult students.
   Enter A6 for full-time long term adult students.

   Item 18 (HANDICAPPED CONDITION) - Enter appropriate code from code sheet for student who has physical or mental impairment which substantially limits the person's ability to participate in regular vocational education programs including academic, non-academic and extracurricular aspects of such a program; except with aid of special education assistance or related services. Secondary students must be reported if they have an INDIVIDUALIZED EDUCATION PLAN (IEP) on file. Post-secondary and long term adults must have on file evidence of handicapping conditions either from medical records or where appropriate by psychological diagnosis such as rehabilitation services.

   Item 19 (LIMITED ENGLISH PROFICIENCY) - Enter an "X" in this column if student is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Substantive evidence of a Limited English Proficiency condition must be kept on file.

   Item 20 (DISADVANTAGED CONDITION) - Enter appropriate code from sheet for student who requires special services, assistance or programs in order to succeed in vocational education programs because of academic or economic conditions. Substantive evidence of disadvantagement must be kept on file.

   Item 21 (SPECIAL SERVICES) - (For students enrolled in regular, modified, or special programs) - Enter appropriate code, either A, B, or C for students who have been marked in one or more of columns 18, 19, or 20 and **are** receiving **special services funded** through Special Programs Unit in Frankfort. A student may be marked in columns 18, 19, or 20 and not receiving special services; if so leave column 21 blank. The special services codes are as follows:

   A - special equipment, supplies, and/or materials
   B - teacher or student aides, interpreters, tutors
   C - any combination of A and B

   EXCEPTION: Learning Centers (Remedial Services). For Direct Operated only - use one of the following codes in column 21 rather than A, B, or C.

   1. Full-time students with a prescriptive program
   2. Remediation prior to entry into vocational program
   3. GED Testing
   4. Drop-In

   Item 22 (WORK STUDY) - Enter an "X" in this column if disadvantaged student is in work study program funded by vocational education. The school's work study supervisor will provide identification of students participating in work study program.

   Item 23 (CETA REF.) - Enter and "X" in this column if student is an individual CETA referral.

   Item 24 (COOP) - Enter "X" if student is enrolled in a cooperative program which has been approved as part of the local plan for vocational education. The student must be receiving compensation and a written cooperative agreement between school and employer is on file.

   Item 25 (CBVE) - Enter an "X" if student is using Compentency Based Vocational Education materials as a part of learning.

7. **Items 26-31 (TERMINATION DATA)**

   Item 26 (COMPLETED PROGRAM) - Means a student who finished a planned sequence of courses, services or activities designed to meet a vocational occupational objective and which purports to teach entry-level job skills.

Item 27 (LEFT INSTITUTION WITHOUT COMPLETING PROGRAM) - Includes persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in field and who have taken a job related to their field of training and all other leavers. If a student is marked in this column then item 28 or 29 must be marked.

The following are to be used to determine program completion status of "leavers". Please consider each option in order listed tc determine if a student has completed more than 50% or less of the total program.

*(1) **Skill Level** - an individual who has obtained a job entry-level skill that requires more than 50% of instruction provided by the program curriculum (e.g. specific number of CBVE modules completed or as identified by an occupation defined by a D.O.T.).*

*(2) **Credit Hours** - if a student can earn "X" number of credits for total program completion but completes program to extent of earning more than ½ of possible program credits, place an "X" in column 28 and if ½ or less of possible program credits, place an "X" in column 29.*

*(3) **Program Hours** - a student would be considered completing more than 50% of a program when time in attendance is 1 hour of total hours of program. A student would complete 50% or less when time in attendance is ½ or less of total hours of program.*

Item 28 (MORE THAN 50% OF PROGRAM) - Enter an "X" in this column if a student has left institution without completing program (item 27) but has completed more than 50% of program. If an "X" is in this column, an "X" must also be in column 27.

Item 29 (50% OR LESS OF PROGRAM) - Enter an "X" in this column if a student has left institution without completing program (item 27) but has completed 50% or less of program. If an "X" is in this column, an "X" must also be in column 27.

Item 30 (TRANSFERRED TO ANOTHER PROGRAM IN THE SAME SCHOOL) - Means persons who were enrolled in vocational education program and entered any other program during the year but remained in the same school. If a student leaves this school, entries must be made in items 27-29 rather than item 30. If an "X" is in this column, there should be no "X" in columns 26, 27, 28, 29, or 31.

Item 31 (CONTINUING EDUCATION IN SAME PROGRAM) - Enter an "X" here if a student is assumed to be continuing in the same program in the same institution. If an "X" is in this column, there should be no "X" 's in columns 26, 27, 28, 29, or 30.

8. **Item 32 (DICTIONARY OF OCCUPATIONAL TITLES-D.O.T.)** - Enter here the first six digits of the D.O.T. code that best represents the highest competency obtained by each student.

9. **Items 33-43 (FOLLOW-UP DATA)** - This section is to be completed in February, 1982 for students enrolled during 1980-81 school year. Information to be recorded here will be taken from initial follow-up questionnaire. Data will only be recorded for students who were marked in columns 26, 27, 28, or 29 in Termination Section.

Item 33 (CIVILIAN OR MILITARY) - Enter "C" if student is civilian or enter "M" if student is in military.

Items 34-39 - There must be only one entry per student. This must correspond with students marked in columns 26-29. The total of columns 34-39 must equal the total of columns 26, 28 and 29. The total of column 33 must equal the total of columns 34-38.

10. **Item 40** - Enter total number of male students responding to hourly wage item in Initial Follow-up questionnaire and marked in column 34 (employed in field trained) and column 26 (completed total program).

11. **Item 41** - Enter total hourly wages earned of all male students entered in column 40.

Example: 3 male students respond to hourly wage on questionnaire and are marked in columns 34 and 26. One earns $4.50 per hr., one $5.00 per hr., and one $5.50 per hr. Item 40 would have 3 and item 41 would have $15.00.

12. **Item 42** - Same instructions for Item 40 but for female students.

13. **Item 43** - Same instructions as for Item 41 but for female students.

CODES FOR ITEM 3 FOR ALL SECONDARY, POST—SECONDARY, AND ADULT LONG TERM PROGRAMS

AGRIBUSINESS
PROGRAM AREA CODE - 01

CLASS	CODE
Agricultural Production	0100
KEEP	0101
Agricultural Supplies/Services	0200
Agricultural Mechanics	0300
Agricultural Products (Processing)	0400
Horticulture (Ornamental)	0500
Agricultural Resources	0600
Forestry	0700
Agribusiness I	0900
Agribusiness II	0900
DAO	0901

DISTRIBUTIVE EDUCATION
PROGRAM AREA CODE - 04

CLASS	CODE
D.E. I - Econ. of Distribution	9500
D.E. II - Merchandising	9600
D.E. IIIa - Marketing and Coop. Work Exp. (Class Only)	9700
D.E. IIIb - Marketing & Simulated Work Exp. (Class & Lab)	9700

(Use Voc. Curriculum for D.E. Item 32)

Advertising Services	0100
Apparel & Accessories	0200
Automotive	0300
Finance & Credit	0400
Floristry	0500
Food Distribution	0600
Food Services	0700
General Merchandise	0800
Hardware Bldg. Materials	0900
Home Furnishing	1000
Hotel & Lodging	1100
Industrial Marketing	1200
Insurance	1300
Personal Services	1500
Petroleum	1600
Real Estate	1700
Recreation & Tourism	1800
Transportation	1900
Retailing	2000
Wholesaling	3100

HEALTH & PERSONAL SERVICES
PROGRAM AREA CODE - 07

CLASS	CODE
Dental Assistant	0101
Med. Lab. Tech. - C	0203
R.N., Associate Degree	0301
Licensed Practical Nurse	0302
Nursing Assistant/Aide	0303
Surgical Technician	0305
Radiology Technician	0501
Respiratory Therapy	0903
Medical Assistant	0904
Barbering	2601
Cosmetology	2602
Medical Secretary	9800
Health Careers	9901
Medical Records	9905
Ward Clerk	9906
Emergency Medical Tech.	9907
First Aid	2841
CPR	2844

HOME ECONOMICS EDUCATION
PROGRAM AREA CODE - 09

CLASS	CODE
Consumer & Family Life Skills (P/S & Adult Long Term only)	0199

SPECIAL INTEREST COURSES

Comprehensive H.Ec. I	0101
Comprehensive H. Ec. II	0101
Child Development	0102
Clothing & Textiles	0103
Mgt./Consumer Education	0104
Consumer Education	0104
Personal & Family Dev.	0106
Adult Living	0106
Family Living	0106
Food & Nutrition	0107
Housing	0109
Parenthood Education	0115
H. Ec. for Career or College Bound Students	0900

WAGE EARNING PROGRAMS

Child Care Services	0201
Clothing Services	0202
Food Services (Comm. Foods)	0203
Home Furnishings	0204
Home/Community Services	0205

BUSINESS AND OFFICE EDUCATION
PROGRAM AREA CODE - 14

CLASS	CODE
Accounting Jr./Management	0100
Data Processing	0200
Clerical	0300
Secretarial	0700

TECHNICAL EDUCATION
PROGRAM AREA CODE - 16

CLASS	CODE
Chemical Technology	0105
Highway Technology	0106
Electronics Technology	0108
Instrumentations	0112
Technical Drafting	0113

INDUSTRIAL EDUCATION
PROGRAM AREA CODE - 17

CLASS	CODE
Air Conditioning	0100
Appliance Repair	0200
Auto Body	0301
Auto Mechanics	0302
Service Station Attendant	0303
Industrial Truck Mechanics	0304
Auto Parts	0399
Air Frame & Power Plant Mech.	0401
Office Machine Repair	0600
Commercial Art	0700
Commercial Photography	0900
Carpentry	1001
Electricity (Construction)	1002
Heavy Equipment (Operator)	1003
Masonry	1004
Interior Finishing	1005
Plumbing & Pipefitting	1007
Heavy Equip. Maint. & Repair	1013
Mine Maintenance	1093
Industrial Machine Maint.	1099
Bldg. Maintenance	1000
Custodial Services	1100
Diesel Mechanics	1200
Drafting	1300
Industrial Electricity	1401
Industrial Electronics	1502
Radio & T.V. Repair	1503
Dry Cleaning	1601
Graphic Art	1900
Machine Shop	2302
Machine Tool Operations	2303
Sheet Metal	2305
Welding	2306
Tool & Die Making	2307
Meatcutting	2903
Refrigeration	3000
Small Engine Repair	3100
Textile Production & Fabrication	3300
Tailoring	3302
Upholstering	3500
Cabinetmaking & Millwork	3601
Mining Careers	9902
Related T & I	9908
Mining Machine Operator	9910

INDUSTRIAL EDUCATION LEVEL II
PROGRAM AREA CODE - 94

CLASS	CODE
Industrial Materials/Processes	0100
General Drafting	0200
General Electricity/Electronics	0300
General Power Mechanics	0400
General Graphic Arts	0500
General Woods	0600
General Metals	0800
General Crafts	0900

PRACTICAL ARTS EDUCATION
PROGRAM AREA CODE -95

CLASS	CODE
Exploration I	0100
Exploration II	0200
Exploration III	0300
Occupational Internship	0500

PUBLIC SERVICE OCCUPATIONS
PROGRAM AREA CODE -96

CLASS	CODE
Public Service Occupations	2800
Fire Service	2810
Firefighter	2811
Fire Specialist	2812
Fire Officer	2813
Fire Seminar	2814
Regional Fire School	2815
Industrial Fire Brigade	2816
Institutional Fire Brigade	2817
Public Fire Safety Education	2818
Criminal Justice	2820
Careers In Criminal Justice	2821
Law Enforcement	2822
Corrections	2823
Business & Industrial Security	2826
Rescue Service	2830
General Rescue	2831
Vehicle Rescue	2832
Emergency Medical Care	2840
Standard First Aid	2841
Multi-Media First Aid	2842
Advanced First Aid	2843
Cardiopulmonary Resuscitation	2844
Electrical Safety	2850
Water Treatment	2860
Government Employees	2870
Other	9900

SPECIAL PROGRAMS
PROGRAM AREA CODE - 98 & 99*

CLASS	CODE
Special Voc. Ed. Supportive Services	980602 990602
Guidance	980602 990602
Student Teacher aides, special materials, etc. (ex: tutor, interpreter)	980602 990602
Developmental Occupational Programs Level I	980102 990102
Developmental Occupational Programs Level II	980102 990102
Specialization in One Occup. Cluster	980102 990102
Special Interest & Vocational Career choice	980102 990102
Interlocking Cooperative Ed.	980102 990102
Vocational Orientation for Students	980102 990102
Remedial Instruction and/or Learning Center	980302 980304 990302
Other Special Instructional Programs not identified in above listing (in item 2 use title submitted on local plan - do not enter "other" as title of program	980102 990102

** Program Area "98" indicates Disadvantaged funding Program "99" indicates Handicapped funding*

CODES FOR ITEMS 15, 18, & 20

RACIAL/ETHNIC CATEGORIES (ITEM 15)

B - **Black, Not Hispanic Origin** - A person having origins in any of the black racial groups of Africa.
H - **Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
A - **Asian or Pacific Islander** - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or Pacific Islands.
I - **American Indian or Native Alaskan** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
W - **White, Not of Hispanic Origin** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

HANDICAPPED CONDITION (ITEM 18)

A - Educable Mentally Handicapped
B - Trainable Mentally Handicapped
C - Hard of Hearing
D - Deaf
E - Speech Impaired
F - Visually Handicapped
G - Emotionally Disturbed
H - Orthopedically Impaired
I - Other Health Impaired
J - Deaf/Blind
K - Multi Handicapped*
L - Specific Learning Disability

Multi Handicapped means concomitant impairments (such as Mentally Handicapped/blind, mentally handicapped/orthopedically impaired, etc.) the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf/blind persons.

DISADVANTAGED CONDITION (ITEM 20)

1 - "**Economic**" Family income is at or below national poverty level; participant, parent(s), or guardian of the participant is unemployed; participant or parent of participant is recipient of public assistance; or participant is institutionalized or under state guardianship.

2 - "**Academic**" - Lacks reading and writing skills; lacks mathematical skills; or performs below grade level.

WHAT, WHEN, WHERE

OCTOBER 1, 1980 - Instructor will draw a line across the roster below the last student, remove the back copy (gold copy) of the roster, complete the totals summary at the bottom of page, sign roster, and forward it to department head or regional coordinator.

Instructor will continue to add and terminate students as they officially enter or leave throughout the duration of program. When first page of roster is filled with students, continue to add students on a new form beginning on line one and place a 2 in page number at left side of roster and attach this roster to completed roster.

JUNE 30, 1981 or END OF PROGRAM, WHICHEVER COMES FIRST - Instructor will complete termination data, including DOT code, complete totals summary at bottom of page, sign roster and forward white copy to department head or regional coordinator. Instructor should retain either pink or yellow copy for his/her files.

SPECIAL INSTRUCTIONS FOR PROGRAM AREAS

AGRIBUSINESS

Students enrolled in Agribusiness I & II (010900), need only to enter D.O.T. codes on students who transfer (col. 30) or left institution (col. 27). Students enrolled in Ag. Production, Supplies/Services, Ag. Mechanics, Ag. Products, Horiculture, Ag. Resources, Forestry, DAO and KEEP will complete roster according to general instructions.

DISTRIBUTIVE EDUCATION

All D.O.T. codes will not be available for use during 1980-81 school year, therefore, individual objective should be entered in col. 32 e.g.,

Advertising	040100
Apparel & Accessories	040200
Automotive etc.	040300

Other than D.O.T., programs should complete total roster according to general instructions.

HEALTH & PERSONAL SERVICES

All programs should complete total roster according to general instructions.

TECHNICAL

All programs should complete total roster according to general instructions.

TRADE & INDUSTRIAL

All programs should complete total roster according to general instructions.

CONSUMER & HOMEMAKING (USEFUL)

Roster should be completed only through column 25.

WAGE EARNING HOME ECONOMICS

All programs should complete total roster according to general instructions.

BUSINESS & OFFICE

Rosters should be prepared according to student objective e.g., Accounting Jr. Management, Data Processing, Clerical and Secretarial, rather than specific classes such as Typing II, Shorthand I, etc.

Only students with a Business & Office vocational objective should be entered on program roster.

Total roster should be completed according to general instructions.

INDUSTRIAL EDUCATION LEVEL II

Roster should be completed only through column 25.

SPECIAL PROGRAMS

Any program using 98 or 99 series code should complete roster only through personal data section (or through col. 25).

An instructor receiving disadvantaged funds will use 98 as the first 2 digits of O.E. Code. (item 3).

An instructor receiving handicapped funds will use 99 as the first two digits of O.E. Code. (item 3).

Item 2 (Program Name) should be same on program roster as submitted on local plan.

CATIONAL EDUCATION
PROGRAM ROSTER
FOR SCHOOL YEAR 80-81

FOR APPRENTICESHIP PROGRAMS ONLY

VE-STA-1 Document # ____________

Actual Hours taught ____________

(1.) REGION ____________ PAGE ______ OF ______

(2.) PROGRAM NAME ____________

(3.) O.E. CODE __ __ __ __ __ __

(4.) SCHOOL NAME ____________

(5.) SCHOOL CODE ____________

(6.) DATE PROGRAM BEGAN ____________

(7.) INSTRUCTOR'S NAME ____________

(8.) INSTRUCTOR'S SOC. SEC. NO. ____________

(9.) LEVEL OF INSTRUCTION (Check)

______ SECONDARY ______ ADULT LONG-TERM

______ POSTSECONDARY

(10.) TYPE OF PROGRAM (Check One)

______ DIRECT ______ CETA

______ REIMBURSED ______ OTHER (Write In)

(11.) Number of Planned Meetings ____________

Hour: Beginning ________ Ending ________

____
INSTRUCTOR'S SIGNATURE

KDE MIC APPROVED
4450-273

INSTRUCTIONS

1. Please print or type last name first, first name and middle initial, street address, rural route or P.O. Box on the roster at the time they officially enroll in the program.
2. Enter personal data (items 15-25) for each student at the time they officially enroll in the program.
3. Complete termination data (26-31) at the time each student officially leaves the program or at end of year.
4. DOT (Dictionary of Occupational Titles) to be completed for each student when they officially leave the program or at end of year. Enter first six digits of DOT code only. If a student has acquired no competencies, enter "NONE".
5. Follow-up data (items 33-43) to be completed approximately eight months after the end of the fiscal year (February, 1982).

Complete items 15-25 by entering proper code or an "X" for each item from code sheet. Items 15-17 must be completed for all students. "X"'s will be in columns 19, 22, 24, & 25 if appropriate, rather than codes. See instructions sheet for details.

Complete items 26-31 by placing an "X" in the item which best represents each student's status at the time he/she officially leaves the program or at end of fiscal year. There must be one entry per student. If item 27 is marked, a mark must be in item 28 or 29 also. If item 26, 30 or 31 is marked there should be no mark in column 27, 28, or 29.

Complete initial follow up (Feb. 82). Enter C or M in item 33. Complete items 34-39 by placing an "X" in the one item which best describes the student's status. Enter an "X" only on those students marked in items 26, 27, 28, or 29.

				PERSONAL DATA											TERMINATION DATA						(32) D.O.T.	FOLLOW UP DATA						
	(12) STUDENT NAME	(13) STREET ADDRESS	(14) ZIP CODE	15 RACE	16 SEX	17 EDUC. LEVEL	18 HANDICAPPED	19 LIMITED ENG	20 DISADVANTAGED	21 SPECIAL SERVICE	22 WORK STUDY	23 CETA REF	24 CO-OP	25 CBVE	26 COMPLETED PRO	27 LEFT INST. WITHOUT COMPLETING PROG	28 MORE THAN 50%	29 50% OR LESS	30 TRANSFERRED	31 CONTINUING IN SAME PROGRAM	Enter first six digits DOT code (Dictionary of Occupational Titles) that represents the highest entry level job skill achieved by each student. If no skills achieved, enter "NONE". DOT code must correspond with DOT codes listed for each program curriculum	33 CIVILIAN OR MILITARY	34 EMPLOYED IN FIELD RELATED TO TRNG	35 EMPLOYED IN FIELD NOT RELATED TO TRNG	36 UNEMPLOYED (SEEKING EMPLOYMENT)	37 PURSUING ADDITIONAL EDUCATION	38 NOT IN LABOR FORCE NOT PURSUING EDUC	39 STATUS UNKNOWN
1																												
2																												
3																												
4																												
5																												
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23																												
24																												
25																												
																					TOTAL COLUMNS 33-39 (February, 1982)							

TOTAL ENROLLMENT	SECONDARY BREAKOUT						P/S OR ADULT BREAKOUT						ENTER TOTALS AT BOTTOM OF PAGE FOR COLUMNS 18-31
	MALE			FEMALE			MALE			FEMALE			
	B	O	W	B	O	W	B	O	W	B	O	W	

40. Enter # of males responding to hourly wage on initial questionnaire & marked in cols. 26 & 34.
____

41. Enter total hourly wages earned by students entered in col. 40.
$ ____________

42. Enter # of females responding to hourly wage on initial questionnaire & marked in cols. 26 & 34.
____

43. Enter total hourly wages earned by students entered in col. 42.
$ ____________

BBBF1-A

BUDGET SUPPLEMENT
300 & 600

Shop____________________

300 Supplies

Unit	Description	Total

600 Equipment (new)

Unit	Description	Total

600 Equipment (Replacement)

Unit	Description	Total

VE-601E

EXISTING FACILITIES
EQUIPMENT BUDGET

Region Number__________ School or Center____________________ Date____________________

Program Unit____________________BUN 4623 Project Number ___ ___ ___ 923EFOS

A	B	C	D	E	F	G	H
PROGRAM	QTY	PRI-ORITY	ITEM	DESCRIPTION	OBJ. CODE	ESTIMATED COST	(LEAVE BLANK)

Instructions:

1. List items for only one program unit per form.
2. Round off estimated cost to nearest dollar.
3. If request is for a new program, indicate in Column A.
4. Submit one copy to Equipment Unit

____
REGIONAL DIRECTOR

____
EQUIPMENT UNIT DIRECTOR

____
PROGRAM OR ADMINISTRATIVE UNIT DIRECTOR

Total Cost by Minor Object Code:

340__________
342__________
601__________
604__________
605__________
610__________

Grand Total__________

REPLACEMENT
EQUIPMENT BUDGET

Region Number _____ School or Center ______________________________ Date ____________________

Program Unit ____________________ Project Number _ _ _ 923EROS Budget Unit Number 4623

A	B	C	D	E	F	G	H	I	J
PROGRAM	QTY.	ITEM	DESCRIPTION	PRI-ORITY	INVENTORY TAG NUMBER	AGE IN YEARS	MINOR OBJ. CODE	ESTIMATED COST	(LEAVE BLANK)

Instructions:

1. List items for only one program unit per form.
2. Round off estimated cost to nearest dollar.
3. Submit one copy to Equipment Unit.
4. In columns C & D list item and description of new item to be purchased.
5. In columns F & G list tag number and age of item being replaced.

____
REGIONAL DIRECTOR

____
EQUIPMENT UNIT DIRECTOR

____
PROGRAM OR ADMINISTRATIVE UNIT DIRECTOR

Total Cost by Minor Object Code:

340 ________
342 ________
601 ________
604 ________
605 ________
610 ________

VE-601M
2-80

MAINTENANCE
EQUIPMENT BUDGET

Region Number ______________________

School or Center ______________________

Program Unit ______________________

Date ______________

Project Number _ _ _ 923EMOS

Budget Unit Number 4623

A	B	C	D	E	F	G	H
PROGRAM	ITEM BEING MAINTAINED	TAG NO. OF ITEM	PRI-ORITY	MAINTENANCE TO BE PERFORMED	OBJECT CODE	ESTIMATED COST	(LEAVE BLANK)

Instruction:

1. List items for only one program unit per form.
2. Round off estimated cost to nearest dollar.
3. Submit one copy to Equipment Unit.

____
Regional Director

____
Equipment Unit Director

____
Program or Administrative Unit Director

Total Cost by Minor Object Code:

307 ______________

391 ______________

Grand Total______________

KENTUCKY DEPARTMENT OF EDUCATION
LOCAL PLAN FOR VOCATIONAL EDUCATION
FOR

Fiscal Year ____________

____
Educational Agency

STATEMENT OF ASSURANCES

The applicant hereby assures the State Board of Education of the following:

1. The local plan for vocational education has been developed in consultation (a) with representatives of the educational and training resources available to the area to be served and (b) with the local advisory council required by the vocational amendments of 1976.
2. Federal funds made available will be used so as to supplement and to the extent practical, increase the amount of local funds that would in the absence of Federal funds be made available, and in no case supplant such local funds.
3. Federal funds received will be used for programs of vocational education (except for personnel training, renovation programs and homemaking education) which can be demonstrated to (a) prepare students for employment or (b) be necessary to prepare individuals for a successful completion of the vocational program or (c) be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.
4. Adequate facilities and equipment are, or will be, available to conduct the programs projected.
5. The applicant will make an annual evaluation report and such other reports as may be reasonably required by the State Board.
6. Employment and enrollment in the programs, services, and activities contained in this plan does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex and/or handicap.
7. An assessment has been conducted of the private non-profit schools in our area to determine their students' need for vocational education. The applicant agrees to maintain administrative control over vocational programs provided for private non-profit school students.
8. Provisions will be made to enroll students of limited English speaking proficiencies in vocational programs.
9. Any Federal funds received under Title VII of the Elementary and Secondary Education Act PL 95-561, Bilingual Education, will be used so that expenditures for program purposes will supplement those from PL-482 and will not be a duplication of effort.

CERTIFICATION

I do hereby certify that the above assurances will be complied with and programs, services, and activities approved will be conducted in accordance with the Acts, Regulations and the State Plan for Vocational Education.

I further agree that funds will be used as stipulated in the application.

I further agree that our local fiscal effort for the year covered by this plan will be maintained at a level at least equal to the preceding fiscal year.

I do hereby certify that to the best of my knowledge all information contained in this application is true and correct.

______________	______________	______________
Educational Agency	Chief School Administrator	Date

REVIEWED BY LOCAL ADVISORY COUNCIL

______________	______________	______________
Signature	Title	Date

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LOCAL PLAN NARRATIVE

The narrative of the local plan should include the following:

1. Please describe how you have utilized educational and training resources in your various services and describe how the local advisory council was involved in developing your plan.

2. a. Describe the vocational education needs of potential students in your service area and indicate how and to what extent the programs proposed in your application will meet these needs.

   b. Indicate how findings of any evaluations of your programs were used to develop the programs proposed in this plan.

3. Describe how the proposed plan relates to the manpower training programs conducted in your area by the prime sponsors under CETA.

4. Describe the relationship between vocational programs proposed and other programs in the area or community which are supported by local or state funds.

5. Describe the plan of positive action for reducing sex bias, sex stereotyping.

6. Describe the plan for making Vocational Education accessible to minorities.

7. Attach completed narrative to budget request.

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INSTRUCTIONS FOR COMPLETING VOCATIONAL PROGRAM AREA PLAN

General Directions: (1) Complete all sections pertaining to a specific program area.

(2) The program plan documents are designed to provide Bureau Personnel who review the plan with a comprehensive perspective of the total prorams, i.e., Agriculture regular, disadvantage, handicap, practical arts clusters, cooperative, extended employment activities, student organizations, adult, etc.

Specific Directions:

HEADING

Check program area
Fiscal Year 1981-82
Submit one plan for each vocational program area in each school.
Educational Agency is the Local Educational Agency.
School - Be sure to put (with the name) whether it is a middle school, junior high school, elementary, high school, vocational school, or community college.
Region - Put number that corresponds with the vocational region.
District Code - The school district code.

SECTION I. OFFERINGS AND ESTIMATED ENROLLMENTS

Column A.	Each Program Area will list first, the practical arts clusters taught in that program area; second, the program or course title; and third, adult programs, course titles, and classes offered.
Column B.	Write in teacher's name
Column C.	Except for practical arts, write in the USOE program code
Column D.	Minutes class meets per day
Column E.	Number of weeks, months, or semesters
Column F.	Number of sections taught by same teacher
Column G, H, & I.	Number of planned enrollment

Practical Arts Instruction for Section I (To be completed by all school districts offering practical arts) A separate program plan is to be submitted for all practical arts within a school district by schools offering clusters.

A. List cluster title. If teachers have more than one cluster, list all information for each one individually.

B. Write in teacher's name for each different cluster they teach.

C. Omit

D. Minutes class meets for one period

E. Number of weeks in each cluster

F. Number times same cluster is taught by same teacher throughout the year

G. Planned Enrollment - Grade level at which cluster is taught

H. Omit

I. Omit

SECTION II. PROGRAM EVALUATION AND PLANNING

Based on evaluative data from the current year, determine your program improvements and state them in the following manner:

A. Put an "X" in the appropriate box (boxes) to show methods used to determine goals and objectives for next year.

B. Based on methods checked under "A" above, summarize briefly the program improvement needs identified for special populations including women and minorities. Please indicate if they are for regular, disadvantaged, handicapped, or the coop program.

C. Describe briefly under appropriate sections (regular, disadvantaged, handicapped, or coop) improvements implemented this year and those planned for the 1981-82 school year.

SECTION III. STUDENT ORGANIZATIONS

Complete Section III for programs with student organizations.

SECTION IV. GUIDANCE

Career Guidance information should be available for students in all vocational program areas.

Complete Section IV by describing how students receive this information.

SECTION V. ADVISORY COUNCIL

Public Law 94-482 requires the establishment of local advisory councils on vocational education. The council may be established for a program area, school, or region. Council membership shall be composed of the general public including at least a representative of business, industry, and labor. Persons from special needs populations as disadvantaged, handicapped, racial, and ethnic minorities and an appropriate representation of both sexes shall be included on the council.

Describe the composition of the local advisory council that serves your program area.

SECTION VI. SIGNATURES

Two signatures are needed to validate the plan. Underline status of person signing or write it after the name.

SECTION VII - DISADVANTAGED

Programming for students identified as disadvantaged is to be included in Section VII of Program Plans.

See handbook "Planning for Special Populations and Cooperative Education" for regulations and criteria for these programs.

Each program area identifying disadvantaged students is to complete a program plan.

A. General Information:

- Indicate with a ✓ when program will be operational.
Give dates of operation if other than regular school day or school term.

- Indicate with a ✓ the status of this project.
The reimbursement category will be changed **upward one level** for an educational agency initiating a **new program.** If the program continues, reimbursement will remain at the higher level **for a three year period.** This does not include a project for supplemental services.

B. Programming

- Indicate with a ✓ type of program, services, or activities planned for the disadvantaged.

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C. Complete enrollment data for each type of disadvantagement. Indicate the number of persons to be served by levels: secondary, post-secondary and/or adults.

D. Complete this section if the project is a cooperative endeavor with another agency.

E. Program Objectives are to be stated in behavioral terms and identify the **expected outcomes** of the project.

F. Evaluation Criteria is to be indicated for each objective listed in Section E. An evaluation report must be completed on each project at the end of the school year. This information is utilized in compiling an annual report for Vocational Education.

G. 1) Work experience may be included as a component of Special Vocational Programs. Indicate your response with a ✓. Give number of hours each student will work and the amount of credit planned for work experience.

2) Work-study funds may be requested to address needs of economically disadvantaged students.

3) Complete data for personnel who are to be directly involved in implementing this program.

SECTION VIII - HANDICAPPED:

Programming for students identified as handicapped is to be included in Section VII of the Program Plans.

Each program area identifying handicapped learners is to complete a program plan.

A. General Information:

- Indicate with a ✓ when the program is to be operational.
- Give dates of operation if other than regular school day or school term.
- Indicate with a ✓ the status of this project. The reimbursement category will be changed upward one level for educational agencies initiating a new program. If the program continues, the reimbursement will remain at the higher level for a **three year period.** This **does not** include a project for supplemental services.

B. Programming:

- Indicate with a ✓ the type of program service or activity planned for the handicapped.

C. Enrollment:

- Complete enrollment data for each type of handicapping condition. Indicate number of persons to be served by levels: secondary; post-secondary; and adult.

D. Complete this section if the project is a cooperative endeavor with another agency.

E. Program objectives are to be stated in behavioral terms and identify the expected outcomes of the project.

F. Evaluation criteria is to be indicated for each objective listed in Section E. Each project must complete an evaluation report each year. This information is used to compile the annual report for vocational education.

G. 1. Work experience may be included as a component of Special Vocational Programs. Indicate your response with a ✓. Give number of hours each student will work each week and amount of credit planned for work experience.

2. Complete this information if a separate request is being made for work study funds.
3. Complete data for personnel who are to be directly involved in implementing this program.

H. Describe the major elements of the operational plan as scheduling, strategies for instruction, and the relationship between program plan and budget.

I. Each student identified to participate in the program is to be diagnosed as physically or mentally handicapped. The diagnosis is to be made in accordance with guidelines for identifying handicapped.

J. List types of tests used in identification process of the referring agency.

K. An Individual Educational Program (IEP) is to be developed for **each** handicapped learner at the secondary level, up to 21 years of age. The IEP must be developed in conjunction with special education. The written plan included present levels of educational performance, annual goals, short-term objectives, and specific services needed by the student. Indicate how vocational personnel is involved in the development of IEP's for secondary students.

SECTION IX - COOPERATIVE EDUCATION:

Each program area planning to include Co-op as a method of instruction is to complete Section IX.

A. General Information

- Indicate with a ✓ the status of the project

B. Enrollment:

Indicate the number of persons to participate in Co-op by levels: secondary, post-secondary and/or adults.

C. Participation:

Indicate with a ✓ if students from non-profit private school(s) will be enrolled in this school. Also indicate the **number** of students from non-profit schools expected to participate in Co-op.

D. Equal Access:

Indicate with a ✓ the status of equal access process.

Indicate the number of students expected to participate in Co-op identified as: academically and economically disadvantaged and those who have mental or physical handicaps.

E. Plan of Operation:

(1) Indicate the status of related Co-op class related to this program.

(2) Determine the average hours per week a student in this program area will be employed in Co-op.

(3) Indicate units of credit given for related class and the job experience.

(4) Program areas utilize different patterns of alternating school attendance and work periods. (i.e. alternate half days, full days, weeks, etc.)

Decribe the pattern of alternation proposed for this program.

F. Employer/Community Survey:

Indicate with a ✓ the status of employer/community survey. Give date of latest survey.

G. Training Stations:

As a result of the employer/community survey indicate with a ✓ that sufficient training stations are available for implementing Co-op in this program area.

H. Training Agreement - Training Plan

A standardized training agreement and training plan has been developed for Co-op. Each applicant is to submit a copy of the training plan and training agreement.

CHECK PROGRAM AREA	
PROGRAM AREA	
☐ Agribusiness	☐ Industrial Ed. III
☐ Business & Office	☐ Marketing & D.E.
☐ Health & Personal Services	☐ Practical Arts
	☐ Public Service
☐ Home Economics	☐ Special Programs
☐ Industrial Ed. I or II	☐ Other__________

PROGRAM PLAN

Fiscal Year 19________

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT, KENTUCKY

Submit one plan for each Vocational Program area in each school.

EDUCATIONAL AGENCY____

SCHOOL____

REGION________________________ DISTRICT CODE________________

I. List curricular offerings and the estimated enrollment planned for middle, secondary, postsecondary, and adult levels for next year.

Program, Course Title, And/Or Clusters Taught A	Teacher Name B	USOE Program Code C	Time Per Day D	Length Of Program (Weeks/ Months/or Semester) E	No. Of Sections F	PLANNED ENROLLMENT							
						MIDDLE&SECONDARY G						Post Sec./ Long Term Adult H	Short Term Adult I
						7	8	9	10	11	12		

I. List c[illegible]icular offerings and the estimated enrollment planned for mi[illegible]e, secondary, postsecondary, and adult levels for next year.

A Program, Course Title, And/Or Clusters Taught	B Teacher Name	C USOE Program Code	D Time Per Day	E Length Of Program (Weeks/Months/or Semester)	F No. Of Sections	PLANNED ENROLLMENT							
						MIDDLE&SECONDARY G						Post Sec./Long Term Adult H	Short Term Adult I
						7	8	9	10	11	12		

II. PROGRAM EVALUATION

A. Check the program evaluative techniques used in determining goals and objectives for next fiscal year:

Program Review ☐ Advisory Committee ☐ Employer Survey ☐

Student Input (former and current) ☐ Other ☐ ______________________________

B. Indicate the program improvement needs for regular, disadvantaged, handicapped, and cooperative students as identified by the various evaluative techniques stated above:

C. Indicate Regular Program Status: 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐

Give a brief description of program improvements implemented during the current school year.	State improvements planned for the 1981-82 school year.
Regular Program:	

C. (Continued)

Give a brief description of program improvements implemented during the current school year.	State improvements planned for the 1981-82 school year.
Disadvantaged:	
Handicapped:	
Cooperative:	

III. STUDENT ORGANIZATION:

A. What student organization(s) relating to this program will be in operation next year?

____

B. How will the student organization be an integral part of the instructional program?

IV. GUIDANCE:

Describe the plan and methods that will be utilized by the guidance counselor and/or the classroom teacher to meet the career guidance needs of the students in this program.

V. ADVISORY COMMITTEE:

Is there an advisory committee for this program? Yes ☐ No ☐

Meetings are scheduled Monthly ☐ Quarterly ☐ Semi-Annually ☐ Annually ☐

Provide the name, group represented, and indicate sex of members.

VI. SIGNATURES:

Student selection and/or participation in this program does not discriminate on the basis of race, color, national origin, sex, and/or handicap.

Program Plan Submitted by: ______________________________
Teacher or Department Head

____
Principal, Coordinator, or Director

VII. DISADVANTAGED:

This plan is to help alleviate the educational problem(s) of identified student(s) and meet guidelines for those **excess costs** which are necessary for students to succeed in the program. This is in addition to services provided for the non-disadvantaged including individuals with limited English proficiency.

A. General Information:

Check when program is to operate: Regular School Term ☐ Summer Term ☐

Night Program or After Regular School Hours ☐ Other ☐ ____________________

Dates of operation if other than regular school term ____________________

Check project status: 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐

B. Programming:

Indicate the type of proposed program, services, and/or activities:

Supplemental Services* ☐

Developmental Occupational Program Level I ☐ or Level II ☐

Work Study ☐

Senior Orientation ☐

Interlocking Cooperative Vocational Education (ICVE) ☐

Remedial Services ☐ Learning Center ☐

*Teacher or student aides, special material, supplies or equipment.

C. Enrollment:

Indicate by type and level the number of disadvantaged students expected to enroll in this program:

	SEC.		P.SEC.		ADULT		TOTALS	
	M	F	M	F	M	F	M	F
Academically Disadvantaged								
Economically Disadvantaged								
Limited English Proficiency								

D. Indicate if this is a cooperative project with other agencies and Vocational Education:

Bureau for Social Services ☐ Bureau of Corrections ☐ Other ☐ ____________________

E. Program Objectives: Stated in behavioral terms.

F. Evaluation: Describe the specific plan for evaluating each objective.

G. Program Components:

1. Does this project include a work-experience component? YES ☐ NO ☐

   If yes, how long do the students work per week? (average) ____________________

   Do they receive credit for work? YES ☐ NO ☐ How much? ____________

2. Is vocational work-study used to help students with economic disadvantagement?
   YES ☐ NO ☐

3. Indicate the number of personnel by type and percent of time assigned to work with this program:

	NUMBER % TIME		NUMBER % TIME
Administrator		Teacher's Aide	
Vocational Teacher		Tutors	
Guidance Counselor		Student Aides	
Remedial Teacher		Work Study	
Learning Center Coordinator		Others	

H. Describe the plan for achieving the objectives:

I. If work-study component is checked in Section B, please complete this section.

Total anticipated expenditures from other student employment plus the local match approved for Vocational Work-Study must meet or exceed maintenance of effort.

Describe other student employment the educational agency will be administering during the 1981-82 award year. Identify anticipated expenditures. $ ____________________

VIII. HANDICAPPED:

This plan is to help alleviate the educational problem(s) of identified student(s) and meet the guidelines for those **excess costs** which are necessary for student(s) to succeed in the program. This is in addition to services provided for the non-handicapped.

A. General Information:

Check when program is to operate: Regular School Term ☐ Summer Term ☐

Night Program or After Regular School Hours ☐ Other ☐ ____________________

Dates of operation if other than regular school term ____________________

Check project status: 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐

B. Programming:

Indicate the type of proposed program, services, and/or activities:

Supplemental Services* ☐ Developmental Occupational Program Level I ☐ or Level II ☐

Specialization in an Occupational Cluster ☐ Other ☐ ____________________

Remedial Services ☐ Learning Center ☐

*Teacher or student aides, special materials, supplies or equipment.

C. Enrollment:

Indicate by type and level the number of handicapped students expected to enroll in this program:

	SEC.		P. SEC.		ADULT		TOTALS	
	M	F	M	F	M	F	M	F
Mentally Handicapped								
Hard of Hearing								
Deaf								
Speech Impaired								
Visually Handicapped								
Emotionally Disturbed								
Orthopedically Handicapped								
Learning Disabilities								
Other Health Impaired								

D. Indicate if this is a cooperative project with other agencies and Vocational Education:

Bureau of Corrections ☐ Education for Exceptional Children ☐ Bureau for Social Services ☐

Bureau of Rehabilitation Services ☐ Other ☐ ____________________

E. Program Objectives: Stated in behavioral terms.	F. Evaluation: Describe the specific plan for evaluating each objective.

G. Program Components:

1. Does this project include a work-experience component? YES ☐ NO ☐
   If yes, how long do the students work per week? (average) ____________________
   Do they receive credit for work? YES ☐ NO ☐ How much? ____________________
2. Is vocational work-study used to help handicapped with economic disadvantagement?
   YES ☐ NO ☐
3. Indicate the number of personnel by type and percent of time assigned to work with this program:

	NUMBER % TIME		NUMBER % TIME
Administrator		Teacher's Aide	
Vocational Teacher		Tutors	
Guidance Counselor		Student Aides	
Remedial Teacher		Others	
Learning Center Coordinator			

H. Describe the plan for achieving the objectives:

I. Has diagnostic testing been completed on each program participant? YES ☐ NO ☐

J. Indicate method(s) by which participants are identified. ____________________

____

K. Are Vocational Education personnel involved in developing IEP's for students in this project? YES ☐ NO ☐ Explain ____________________

____

IX. COOPERATIVE PROGRAMS:

Plans for co-op are to be developed for all programs utilizing the cooperative methods of instruction including those supported with state or local funds.

A. GENERAL INFORMATION:

Indicate project status 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐

B. ENROLLMENT:

Indicate by level the number of students to participate in co-op.

SEC.		P. SECONDARY		ADULT		TOTALS	
M	F	M	F	M	F	M	F

C. PARTICIPATION:

Will any non-profit private school students be enrolled in this school? YES ☐ NO ☐

How many students from non-profit private school(s) are expected to participate in co-op? ____________

D. EQUAL ACCESS:

Are students selected for participation in the cooperative method of instruction so that they have equal access to the program regardless of sex, race, handicap, or disadvantagement, as long as they have sufficient prerequisite skill to be successful in the co-op placement? YES ☐ NO ☐

How many special needs students are expected to participate in Co-op?

DISADVANTAGED ____________________ HANDICAPPED ____________________

E. PLAN OF OPERATION:

1. Is a separate related co-op class provided? YES ☐ NO ☐
2. Average hours per week the trainee will be on the job. ____________________
3. Indicate units of credit given for related class and job experience. ____________________
4. Describe the pattern of alteration between school/work. ____________________

____

____

F. EMPLOYER/COMMUNITY SURVEY:

Has an employer survey and community survey been conducted that indicates there is sufficient support from employers to operate a cooperative vocational education program in this occupational field? YES ☐ NO ☐ Last Survey Date ____________________

G. TRAINING STATIONS:

Have sufficient training stations been identified and evaluated for quality of training potential in relation to curriculum? YES ☐ NO ☐

H. TRAINING AGREEMENT - TRAINING PLAN:

Attach a copy of the required training agreement and training plan to be used for each participating co-op student. (See Cooperative Handbook)

Prepare one form
per teacher

Reg. School Term:
__________Days

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT, KENTUCKY

PLAN FOR EXTENDED EMPLOYMENT

Fiscal Year 19__________

CHECK PROGRAM AREA

PROGRAM AREA

- ☐ Agribusiness
- ☐ Business & Office
- ☐ Health & Personal Services
- ☐ Home Economics
- ☐ Industrial Ed. III
- ☐ Marketing & D.E.
- ☐ Practical Arts
- ☐ Public Service
- ☐ Special Programs
- ☐ Other__________

School ______________________________

School District or Region ______________________________

List below the major activities to be performed by the vocational teacher during extended employment and the time by days to be devoted to each activity. This will determine the amount of extended employment to be granted. (Use back of page, if necessary.)

Teacher's Name	Objectives to be Accomplished	Activities Necessary to Accomplish Objectives	Days Requested for each Activity	Days Approved By Bureau
		TOTAL:		

REQUESTED:

____
Teacher

____
Chief School Administrator, Principal, Coordinator, or Director

RECOMMENDED and APPROVED:

____
Unit Director

Prepare in Duplicate

SUMMER EMPLOYMENT WORK SCHEDULE OF VOCATIONAL EMPLOYEES

19__________

NOTE: This is not to be submitted as a part of the Local Plan for Vocational Education. However, it can be utilized as a useful planning document by administrators and teachers when planning the summer schedule for an individual's employment beyond the regular school term.

INSTRUCTIONS:

1. Complete the following information on a day by day basis using the code given.
2. Submit one copy to your local supervisor, principal, or superintendent and upon request, one copy to your state program Unit Director in Vocational Education with local plan.
3. If attending summer school, a workshop or conference other than State-called, please give place, purpose, and nature of summer school class(es) or meeting on other side of this sheet.

Teacher's Name

Social Security Number Program Area

School

Home Address ZIP

(   )
Home Telephone

CODE

A – Attending School for Professional Improvement
B – Attending School in Business or Industry
C – Attending Workshop, Seminar, or Conference
D – Leave in Industry
E – Duties at School (Explain duties on other side)
F – Military Service
G – Vacation
H – Student Organization Activities
I – Shows and Fairs
J – Supervision of Occupational Experience Program
K – Other (Explain in detail on other side)
X – Saturdays, Sundays, and Holidays

MONTH	1 16	2 17	3 18	4 19	5 20	6 21	7 22	8 23	9 24	10 25	11 26	12 27	13 28	14 29	15 30	31
JUNE																
JULY																
AUGUST																

Principal's Signature Teacher's Signature Date

LEARNING LABORATORY STUDENT INFORMATION SHEET

Date________________ Social Security No.________________

Name________________ Age____ Date of Birth________ Sex________

Vocational Class________________ Instructor________________

Home Address________________ Telephone Number________________

Current Occupation________________ Employment Goals________________

Working Hours________ Citizen________ Employment Address________________

____

Highest grade completed at school________ When________ Where________________

Reason for leaving school________________________________

GED Certificate________________ When Issued________________

Do you have any handicaps or disabilities: Yes______ No______

Other information:________________________________

Purpose for entering Learning Center:________________________________

Referred by:________________________________

Do you usually finish what you start:________________________________

PROGRAMS OF STUDY

GED____ Vocabulary____ Reading____ Math____ Language____ Spelling____

Special Interest____

Time for Attendance: Days________________ Hours________________

Interviewer:________________________________

In case of accident, notify:________________ Phone________________

TABE RESULTS

Reading:	Pre________	Math:	Pre________	Language:	Pre________
	Post________		Post________		Post________

Completion or Withdrawal:________________

SEPARATION

REASONS FOR SEPARATION

1. To take a job (unemployed when entered program) ____________
2. To take a better job (employed when entered program) ____________
3. To enter another training program ____________
4. Met personal objectives ____________
5. For lack of interest ____________
6. Because of health problems ____________
7. Because of transportation problems ____________
8. Because of child care problems ____________
9. Because of family problems ____________
10. Because of time/class program is scheduled ____________
11. Because of class/program termination ____________
12. For other known reasons ____________
13. For unknown reasons ____________

COMMENTS: ____

FOLLOW-UP

Date of Contact: ______________________ Date of Contact: ______________________

Comments: Comments:

Confidential File
Revised 9/80
-Handicapped

PROFILE SHEET

Suggested Student Information Sheet

The data from this sheet may be useful in identifying persons who are handicapped and for fiscal accounting purposes. The profile sheet should be completed and kept on file by the instructor, counselor, and/or other authorized personnel.

Student's Name: *(Last, First, Middle)* Mr. Mrs. Miss	Name of School or Agency:
Student's Address: *(Street, City, State, Zip Code)*	Address of School or Agency: *(Street, City, State, Zip Code)*
Telephone Number:	Telephone Number:

Sex: Male ☐ Female ☐ Age:______

Date of Birth: ______________ *(Month)* *(Day)* *(Year)*

Social Security Number: ______________

Place of Birth: ______________ *(City)* *(County)* *(State)*

Education Profile

1. Grade Level: 9 ☐ 10 ☐ 11 ☐ 12 ☐ Ungraded ☐ Post-Secondary ☐ Adult ☐

2. Indicate the program area and specific course in which the student is enrolled.

Ag ☐	B&O ☐	DE ☐	Hm Ec ☐	Pub Ser ☐	HO ☐	PA ☐	T&I ☐	Special Voc. Ed. Prog. ☐
(course)	*(course)*	*(course)*	*(course)*		*(course)*	*(course)*	*(course)*	*(course)*

Instructor's Name:______________________________

3. Test Scores: Indicate Teste and give scores

______ Stanford-Binet: Chronological Age ☐ Mental Age ☐ I.Q. ☐ *(Score)*

______ WAIS: verbal ☐ *(Score)* non-verbal ☐ *(Score)*; ______ WISC: verbal ☐ *(Score)* non-verbal ☐ *(Score)*

______ G.A.T.B.: general ☐ *(Score)* verbal ☐ *(Score)* numerical ☐ *(Score)* spatial ☐ *(Score)*

4. Last Year's Attendance:

Number of Day Present ________; Number of Days Tardy ________; Number of Days Absent ________

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5. Indicate type of handicap and the professional examiner who made the diagnosis:

Type of Handicapping Condition	Professional Examiner
EDUCABLE MENTALLY HANDICAPPED ☐	Certified School Psychologist ☐ Psychologist ☐ Psychometrician ☐ Vocational Guidance Counselor ☐ Other *(Specify)* ☐
TRAINABLE MENTALLY HANDICAPPED ☐	Psychologist ☐ Psychometrician ☐ Other *(Specify)* ☐
HARD OF HEARING ☐	Otologist ☐ Otolaryngologist ☐ Audiologist ☐
DEAF ☐	Otologist ☐ Otolaryngologist ☐ Audiologist ☐

Type of Handicapping Condition	Professional Examiner
SPEECH HANDICAPPED ☐	Speech Correctionist ☐ Speech Pathologist ☐
VISUALLY HANDICAPPED ☐	Ophthalmologist ☐ Optometrist ☐
EMOTIONALLY DISTURBED ☐	Psychiatrist ☐ Physician ☐ Neurologist ☐ Psychologist ☐
CRIPPLED ☐	Heart Specialist ☐
OTHER HEALTH PROBLEMS *(Specify)* ☐	Orthopedist ☐ Pediatrician ☐ Neurologist ☐ Family Physician ☐ Other *(Specify)* ☐

6. Name of authorized person and/or agency referring

COMMENTS:

____
(Name)

____
(Address)

____
(Phone)

An Appraisal Committee of at least three persons should assist in assessing the handicapped learner in vocational education (See p M-3, Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs)

Signatures of Appraisal Committee:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

DATE FORM COMPLETED: ______________________________
(Month) *(Day)* *(Year)*

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4283-251

Confidential File

Disadvantaged
Revised 9/80

STUDENT PROFILE

Suggested student profile for proper identification of disadvantaged student. This profile should be filled in and kept by the instructor and/or counselor for fiscal accounting purposes.

School System:	Instructor:
Vocational Service Area:	School:
Date:	School Address:

Present program in which student is enrolled: ____________________

Name of Student ____________________ ☐ Male ☐ Female
Last First Middle
Social Security No. ____________

Present Address ____________________ Phone No. ____________
Street City County State Zip Code

Birth Date ____________________ Place of Birth ____________________
Month Day Year City County State

1. Is the family dependent on social agencies for economic assistance? ☐ Yes ☐ No
If yes, please check:
☐ Public Assistance ☐ Social Security ☐ Others (Specify) ____________

Father's Name ____________ Occupation ____________

Where Employed ____________________
(If Father is deceased or not living with the family, please denote) ____________

Mother's Name ____________ Maiden Name ____________

Occupation ____________ Where Employed ____________
(If Mother is deceased or does not live with the family, please denote) ____________

Student does (does not) live with parents, please denote ____________
(If not, with whom does the student live? ____________

2. Condition of health of student: ☐ Good ☐ Fair ☐ Poor

Any physical defects? ☐ Yes ☐ No If yes, please list:

____

____

____

____

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4282-247

EDUCATIONAL PROFILE

3. Grade Level ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Post-Secondary ☐ Long-Term Adult

AG. ☐	B&O ☐	DE ☐	HOME EC. (gainful) ☐	H.O. ☐	PUB. SER. ☐	P.A. ☐	T&I ☐	SPECIAL VOC. ED. ☐
(course)	(course)	(course)	(course)	(course)	(course)	(course)	(course)	(course)

4. Indicate attendance record for student during previous year at appropriate level (s).

HIGH SCHOOL	VOCATIONAL EDUCATION CENTERS	STATE VOC-TECH SCHOOLS
No. Days Present ______	No. Days Present ______	No. Days Present ______
No. Days Absent ______	No. Days Absent ______	No. Days Absent ______
No. Days Tardy ______	No. Days Tardy ______	No. Days Tardy ______

5. Indicate with a (✓) which tests have been administered to the student.

______ WISC Verbal ☐ Non-Verbal ☐
______ WAIS Verbal ☐ Non-Verbal ☐
______ GATB G-Score ☐ Verbal ☐ Numerical ☐ Spatial ☐
______ Calif-Test of Basic Skills Total Battery Percentile ☐ Test Score Percentile ☐

Others (Specify) ______

6. Indicate how the above mentioned data substantiate that the individual is not succeeding or cannot be expected to succeed in a vocational program without special assistance.

______

______

(Refer to pages L-1, L-2; Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs)

In identifying and recruiting a disadvantaged learner an appraisal committee of at least three persons, such as: Guidance Counselor, Teacher, School Psychologist or other qualified evaluator, should assist in the assessment. (Refer to page L-3, Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs)

Signature of Appraisal Committee:

NAME	*TITLE*
NAME	*TITLE*
NAME	*TITLE*
COMMITTEE CHAIRMAN	*DATE*
VOCATIONAL EDUCATION TEACHER	*DATE*

DATE FORM COMPLETED: ______

PRE- AND POST-TEST RESULTS ON TABE

Name	Reading									Arithmetic									Language									Battery		
	Vocabulary			Comprehension			Total Reading			Reasoning			Fundamentals			Total Arithmetic			Mech. of English			Spelling			Total Language			Total		
	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn	Pre	Po	Gn
AVERAGE																														

PRESCRIPTION SHEET

NAME ______________________________

TABE TEST RESULTS

READING __________ ARITHMETIC __________ LANGUAGE __________

Beginning Date	Skill Area	Prescribed Materials	Frames, pages, chapter, or unit	Date Completed

SIGN IN SHEET

DATE______________________________

NAME	TIME IN	TIME OUT	TOTAL STUDY TIME	COMPLETED WORK

SCHEDULE OF CLASSES

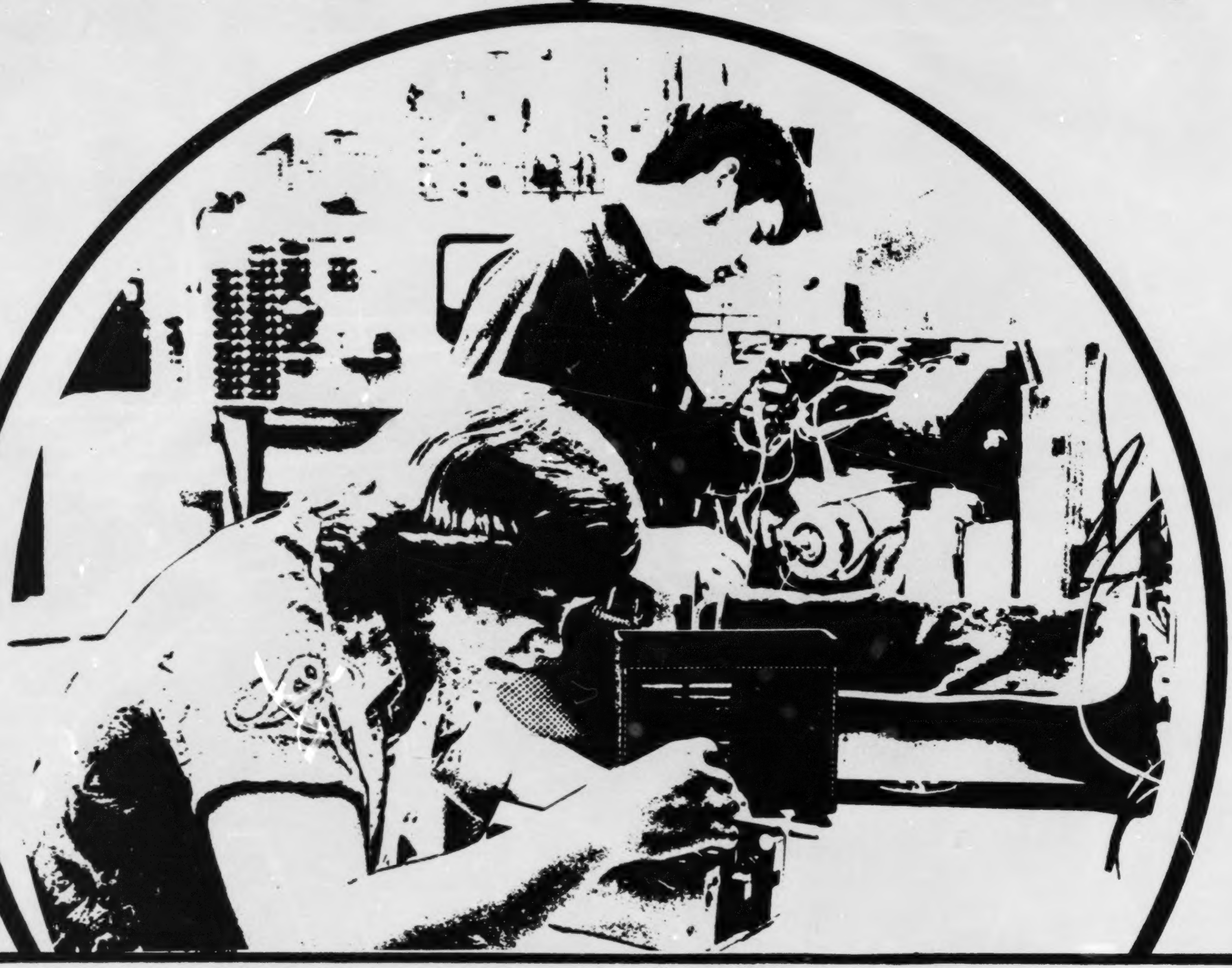
	8:30 - 9:30	9:30-10:30	10:30-11:30	12:30-1:30	1:30-2:30	2:30-3:30
Mon.						
Tues.						
Wed.						
Thurs.						
Fri.						

DATE ____________________

PROGRESS
or
LOG SHEET

DATE	ACTIVITY OR LESSON	INSTRUCTION COMMENTS

NAME	COURSE/ SUBJECT	QUALITY OF WORK	COOPERATION	ATTEND- ANCE	PROJECTED COMP. DATE	COMMENTS



Southern Association Standards

APPENDIX B

APPENDIX B

STANDARD SIX

Learning Resource Center(s)

Learning resource center(s) must be provided by the institution. This requirement may be met in any one or any combination of the following ways: (1) within the individual classrooms, (2) within the individual laboratories, (3) within individual shops, or (4) in a schoolwide learning resource center.

Provision must be made in the budget for supplies, maintenance, and repair of equipment.

A. Facilities - The learning resource center(s) shall include sufficient materials to facilitate a multimedia approach to instruction. The equipment and materials must be appropriate to the needs of the programs served. Materials shall include such items as audio-visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals. The administration shall be responsible for providing adequate learning resources to support both students and faculty in the instructional programs.

B. Budget - The institution shall provide an annual budget for the purchase of reference books, materials, audio-visual aids, and other special equipment and materials to meet the needs of instructors. Provision must be made in the budget to provide for the necessary maintenance and repair of equipment and supplies.

C. Staff - If a central resource center is provided, a person or persons shall be assigned the responsibility for its maintenance and use. If individual learning centers are provided within the classrooms and/or laboratories and shops, a person shall be delegated the responsibility for maintenance of each center.

D. Records - A centralized system within the institution must be in effect for purchasing, recording, and distributing learning resource materials and equipment. A current inventory shall be maintained.

E. Service - Learning resource facilities and materials must be available for use by the students during the regular school hours.

F. Evaluation - A plan must exist for evaluating the effectiveness of the learning resource center(s). Such a plan should include, as a minimum, a determination of the adequacy of present facilities based upon time-space utilization, stock capacity, seating capacity, and preparation space for audio-visual materials. Periodic utilization studies should be made of audio-visual aids, audio-visual equipment, reference materials, periodicals, and books. These studies should include utilization by both students and faculty.

Learning Center Personnel

APPENDIX C

APPENDIX C

Personnel

The following lists contain state department personnel and learning center coordinators in the state. These people are excellent resources.

State Department

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Special Vocations Director
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(502) 564-4286

Lou Perry
Research Coordinator
Bureau of Voc-Ed
Capital Plaza Tower
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Paducah, KY 42001

Heloise Green
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Hazard, KY 41701

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Laurel County AVEC
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Elizabethtown, KY 42701

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Mayville C.C.
Maysville, KY 41056

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Ashland, KY 41101

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Hazard C.C.
Hazard, KY 41701

Mr. C.T. Hughes
Learning Center Coord.
Somerset C.C.
Somerset, KY 42501

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Learning Center Coord.
Learning Tech. Inst.
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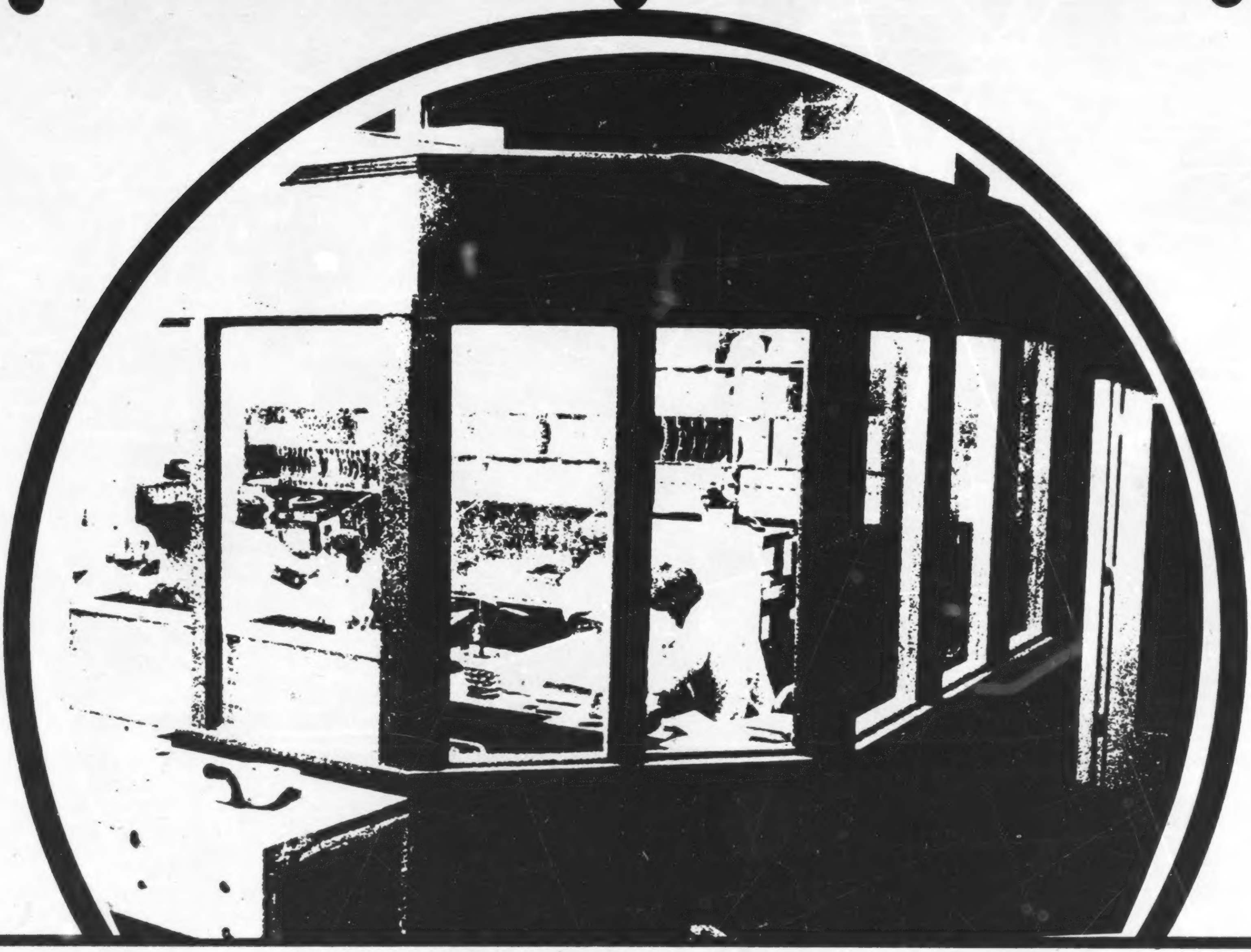
Lexington, KY 40504

Ms. Carol Rizk
Learning Center Coord.
Learning Tech. Inst.
Room 208
Lexington, KY 40504



Publishers & Addresses

APPENDIX D

APPENDIX D

PUBLISHERS AND ADDRESSES

Addison-Wesley Publishing Co. Inc
School Division
9 Dunwoody Park, Suite 120
Atlanta, Georgia 30338
Telephone (404) 394-7820

Allied Educational Council
Distribution Center
P.O. Box 78
Galien, Michigan 49113

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210
Telephone (617) 482-9220

AMSCO School Publications, Inc
315 Hudson Street
New York, New York 10013
Telephone (212) 675-7000

ATC Publishing Corp.
2395 Festival Drive
P.O. Box 1276
Kankakee, Illinois 60901

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510
Telephone (516) 868-6064

Cambridge Book Company
888 Seventh Avenue
New York, New York 10019
Telephone (800) 221-4600

Center for Humanities, Inc.
Communications Park, Box 1000
Mount Kisco, NY 10549
Toll Free (800) 431-1242

The Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pennsylvania 17022
Telephone (717) 367-1836

Continuing Education Systems, Inc.
112 South Grant Street
Hinsdale, Illinois 60521
Telephone (312) 654-2596

Creative Visuals
Gamco Industries, Inc.
Box 1911
Big Springs, Texas

Thomas Y. Crowell, Co.
10 E. 53rd Street
New York, NY 10022
Telephone (212) 593-7000

Custom Curriculum Design
9613 Lyric Lane
Louisville, KY 40299
Telephone (502) 267-1458

Delmar Publications
Division of Litton Educ.
Pub., Inc.
50 Wolf Road
Albany, NY 12205

Dexter and Westbrook, Ltd.
958 Church Street
Baldwin, New York 11510
Telephone (516) 868-6064

Dormac, Inc
P.O. Box 752
Beaverton, OR 97005

Edits Publishers
San Diego, CA

EDL/McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020
Telephone (212) 997-2073

Educators Publishing Service, Inc
75 Moulton Street
Cambridge, Massachusetts 02238

Educulture
2460 Kerper Blvd.
Dubuque, IA 52001

Educulture Tutorial System
3184 J Airway Avenue
Costa Mesa, CA 92626

EMC Corporation
180 E. Sixth Street
St. Paul, MN 55101
Telephone (612) 227-7366

English Language Services
16250 Ventura Blvd.
Suite 345
Encino, CA 91436

Everett-Edwards, Inc.
P.O. Box 1060
DeLand, FL 32720
Telephone (904) 734-7458

Field Enterprises Educational Corp.
510 Merchandise Mart Plaza
Chicago, IL
Telephone (312) 341-2424

Follett Pub. Co.
Division of Follett Corp.
1010 W. Washington Blvd.
Chicago, Illinois 60607
Telephone (312) 666-5858

The General Educational Development
Materials Service
One Dupont Circle
Washington, D.C. 20036

Globe Book Co., Inc.
50 W. 23rd Street
New York, NY 10010

Grolier Educational Corp.
Instructional Systems Div.
Sherman Turnpike
Danbury, Connecticut 06816

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017
Telephone (212) 754-3100

Harper and Row, Pubs., Inc.
10 E. 53rd Street
New York, NY 10022
Telephone (212) 593-7000

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, NY 10017
Telephone (212) 688-9100

Houghton Mifflin Co.
2 Park Street
Boston, MA 02107
Telephone (617) 725-5000

Imperial International Learning Corp.
P.O. Box 548
Kankakee, Illinois 60901
Telephone (815) 933-7735

Instructional/Communications
Technology, Inc.
10 Stepar Place
Huntington Station, NY 11746
Telephone (516) 549-3000

Instructional Materials
Division of Trade and Industrial
Education
P.O. Box 2847
University, Alabama 35486

J. Weston Walch
P.O. Box 658
Portland, ME 04104

Jamestown Pubs., Inc
P.O. Box 6743
Providence, RI 02940
Telephone (401) 351-1915

Kendall/Hunt Pub. Co.
2460 Kerper Blvd.
Dubuque, IA 52001

Laidlaw Brothers
Division of Doubleday & Co., Inc.
Thatcher and Madison
River Forest, IL 60304
Telephone (312) 369-5320

Language Systems, Inc.
490 Post Street
San Francisco, CA 94102

Laubach Literacy International
P.O. Box 131
Syracuse, New York 13210
Telephone (315) 476-2131

Learning Technology
40 Calvin Avenue
Albany, NY 12206

MacMillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022
Telephone (212) 935-2000

Math House
A Div. of Mosaic Media, Inc.
P.O. Box 711
Glen Ellyn, IL 60137

McCormick-Mathers Pub. Co
Div. of Litton Educational Pub.
450 W. 33rd Street
New York, NY 10001
Telephone (212) 594-8660

McGraw-Hill Book Company
Webster Division
P.O. Drawer 948
Norcross, GA 30091
Telephone (404) 447-9758

Charles E. Merrill Pub. Co.
Div. of Bell and Howell Co.
1300 Alum Creek Drive
Columbus, OH 43216
Telephone (614) 258-8441

Charles E. Merrill Pub. Co.
Div. of Bell and Howell Co.
1300 Alum Creek Drive
Columbus, OH 43216
Telephone (614) 258-8441

MIND, Inc.
181 Main Street
Norwalk, CT 06851
Telephone (203) 226-7254

Motivation Development, Inc.
Box 427
Bishop, CA 93514
Telephone (714) 873-3983

National Textbook Co
8259 Niles Center Road
Skokie, IL 60076

New Readers Press
Division of Laubach Literacy
International
P.O. Box 131
Syracuse, NY 13210
Telephone (315) 476-2131

Oxford Univ. Press
1600 Politt Drive
Fairlawn, NY 07410

PACE Learning System, Inc.
P.O. Box AG
University, Alabama 35486
Telephone (205) 758-2823

Perfection Form Co
Logan, Iowa

Prentice-Hall, Inc.
Englewood Cliffs
New Jersey, 07632

Programmed Learning Aids National, Inc.
P.O. Box 3281
Little Rock, Arkansas 72203

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, IL 60025

Random House, Inc.
201 East 50th Street
New York, NY 10022
Telephone (212) 751-2600

Reader's Digest Services, Inc.
Educational Division
Pleasantville, NY 10570

Reading, Education and
Development, Inc.
10021 Valley Spring Lane
North Hollywood, CA 91602

Regents Pub. Co., Inc.
2 Park Ave.
New York, NY 10016

Relevant Productions, Inc.
319 Gulf Boulevard
P.O. Box 68
Indian Rocks Beach, FL 33535
Telephone (813) 595-8101

Frank E. Richards Pub. Co
P.O. Box 66
Phoenix, NY 13135
Telephone (315) 695-7261

Science Research Assoc., Inc.
155 North Wacker Drive
Chicago, IL 60606

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025

Silver-Burdett Co.
1900 East Lake Avenue
Glenview, IL 60025

Simon and Shuster
1230 Ave. of the Americas
New York, NY 10020

Singer Society for Visual
Education (SVE)
1345 W. Diversey Parkway
Chicago, IL 60614
Telephone (312) 525-1500

Slossom Educ. Pub.
140 Pine Street, E.
Aurora, NY 14052

South-Western Pub. Co., Inc.
5101 Madison Road
Cincinnati, OH 45227
Telephone (513) 271-8811

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Sullivan Communications
P.O. Box 5823
Orange, CA 92667

Sunburst Communications
39 Washington Avenue
Pleasantville, NY

Winthrop Pub. Co.
Sub. of Prentice-Hall
Englewood Cliffs, NY 07632